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The compilation of this annotated bibliography of selected materials was undertaken to provide a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education to be used in "A Pilot Program Comparing Cooperative and Project Methods of Teaching Distributive Education" (ED 016 846). The major portion of materials included in this annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations were also reviewed from 1896 to 1967. Section I, Cooperative Method, includes a number of articles reviewed by year, subject index, suggested readings, code categories, and 293 annotations. Section II, Project Method, follows the above format and includes 100 annotations. The articles included in the bibliography can provide: (1) an historical perspective of the development of the cooperative and project methods of instruction, (2) a source of facts, experiences, and ideals for those concerned with the problems of initiating a cooperative or preparatory program, and (3) a selected classification and categorized body of information concerning the field of distributive education. (MM)

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RESEARCH & DEVELOPMENT PROGRAM
In Vocational-Technical Education

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A Selected and Annotated Bibliography Related to Cooperative and Project Methods in Distributive Education

Department of Secondary Education and Curriculum
Michigan State University
East Lansing, Michigan
April, 1967

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Bibliographic Series Number Five.

A Selected and Annotated Bibliography
Related to
Cooperative and Project Methods in
Distributive Education

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

Members of the staff of the Research and Development Program in Vocational-Technical Education, when implementing the Distributive Education Pilot Project, became aware of the need for a thorough review of the literature concerning the cooperative and project methods of instruction in the field of distributive education. The compilation of this annotated bibliography of selected materials was undertaken and designed with this need in view.

It is anticipated that this selected annotated bibliography relating to the cooperative and project methods of instruction in distributive education will prove a useful source of information to distributive education teacher educators or other professors of vocational education; to students in distributive education and to other professional personnel, such as state supervisors, administrators, directors of vocational education, and teacher coordinators.

The articles included in the bibliography can provide: 1) an historical perspective of development of the cooperative and project methods of instruction, (with emphasis upon their relationship to distributive education;) 2) a source of facts, experiences, and ideas for those concerned with the problems of initiating a cooperative or preparatory program; 3) a selected classified and categorized body of information concerning the field of distributive education.

Edward T. Ferguson, Jr.
Project Leader, Distributive
Education Pilot Program

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INTRODUCTION

The major portion of materials included in this selected and annotated bibliography is mainly reviews of journal articles, although some books, theses, and dissertations are also reviewed.

Chronologically, the scope of the bibliography ranges from 1896 to 1967.

This selected annotated bibliography has two limitations which confine the material to:

(1) selected articles

(2) articles relating to the secondary school level only, except during the early years of development

(Not all relevant articles in existence are included, since the bibliography is limited to the extent that a vast majority of the articles reviewed came from only two libraries: the Michigan State University Library and the State of Michigan Library. An attempt was made to include articles representative of the time period in which they were written.)

The titles of specific articles reviewed were obtained from several sources:

(1) Education Index,

(2) Reader's Guide to Periodic Literature,

(3) Business Education Index,

(4) An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961,*

(5) Other miscellaneous sources.

The bibliography is presented in two sections, the first on the cooperative method and the second on the project method. In both sections, the selected annotations are presented in chronological order to illustrate the historical development of these two methods. Index 1 and 2, which list the number of articles included by year, also indicate historical development, for the cooperative and project methods respectively.

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*Arnold, Richard A.; Poland, Robert P.; Meyer, Warren G.; and Haines, Peter G.; An Annotated Bibliography of Periodical Literature Relating to Distributive Education 1947-1961, Office of Research and Publication, College of Education, Michigan State University, 1962.

Included also in both sections is a Subject Index, keyed to the number of the article, and Authors Index, to help in locating particular items and to indicate the great number of contributors that have been reviewed.

For those seeking a quick overview, suggested reading lists have been prepared. Since a "jury panel" could not be assembled to review the articles and weigh them for relative merit, several articles that seem to be particularly comprehensive and influential have been noted.

Preceding each section is a description and definition of the categories by which the articles are coded. Noted on the left side of each annotation is a list of categories to facilitate selection of articles for further and more intensive study. This code will enable the reader to determine the broad intent of each article by simply referring to its various subject headings.

Also included with each article are the Michigan State University call numbers, which follow the Library of Congress system.

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1914 -- 1
1919 -- 2
1920 -- 1
1929 -- 2
1931 -- 2
1932 -- 3
1933 -- 0
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Suggested Readings:

Comprehensive Articles which provide a good overview of the complete field of cooperative method: 75, 80, 161, 174, 179, 191, 252, 266, 284.

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1. Cooperative method is more than work experience: 5, 240.
2. Competencies: 90.
3. Laboratory: 65, 101.
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5. Coordinator's duties: 187, 204, 229, 247, 248.
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7. Follow-up studies: 272.

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1. Early Reviews: 25, 50, 71, 91.
2. Overall history: 184.

Federal Acts:

1. George-Deen: 29.
2. George-Borden: 115.
3. Vocational Education Act 1963: 265, 275.

Description of Code Categories as Found With Each Article:

1. Adm -- Administration: This category is given to the articles that refer to administrative procedures essential to effective cooperative programs. The procedures include the duties of the coordinator, implications of time scheduling, financing, objectives and aims, teacher training, and changes in the program.
2. Ex -- Specific Example: This code is included whenever an article tells of a specific program at a particular school or school district. This code enables one to observe the geographical development of the program throughout the country. The school and the state are named in each case.
3. Ph -- Philosophy: This category is included to provide a rationale on which to build. This area shows justification of the program and deals with many of the "why" questions so often asked. Some of the educational psychology arguments are also included under this heading: for example, the importance of the area of motivation, and learning theories.
4. His -- Historical: Whenever an article gives some historical perspective, either of the whole cooperative movement or just of the local situation, it is classified under a history heading.
5. Val -- Value: This heading is given to promotional articles and those that extol the advantages and benefits of the cooperative program.
6. Gu -- Guidance: This pinpoints the articles which stress the importance of guidance in the cooperative program.

7. Cur -- Curriculum: This category isolates the articles that refer to the development of curriculum. Often these articles describe particular courses and sometimes include a scope and sequence pattern.

8. Spc -- Special Education: This separates the articles that show a cooperative distributive education experience with one of the special education groups, such as mentally retarded or physically handicapped children.

9. Meth -- Methods: This code brings in view suggestions, problems, and experiences with different teaching methods used in the related class.

10. Prep -- Preparatory: This heading is used for articles that refer to the 10th and 11th grade courses of instruction that may be prerequisite, or at least organized in a sequential manner, to the cooperative program.

PLEASE NOTE: Library call numbers are those of the Library of Congress System. Where any other system is used, the local librarian should be consulted.

1.	AP 4 C7 Vol 105 1914 Code: Adm Ph Val	Brereton, Cloudesley, "Cooperation Between the School and the Employer", The Contemporary Review, 10:227-235, 1914. Overall review of cooperative program relating heavily to British practices. Promotes theory plus practice in learning and asks for a better understanding of employer-employee, student-teacher-parent relationships.
2.	LB 1598 155 Vol 20 Apr 1919 Code: Adm Ex Ph Val Cur	Evans, Owen D., "The Young Worker and the Part-Time School", Manual Training, 20:275-278, April 1919. Author: Principal, Boston Continuation School, Boston. A Comprehensive account of the Boston Continuation School showing kinds of students, student problems and needs, curriculum, teacher program, and a comparison to regular school programs. This account covers many kinds of cooperative programs. Curriculum emphasis is one of "why" rather than "what".
3.	LB 1598 155 Vol 20 Apr 1919 Code: Adm Ex Val Gu Cur	Leavitt, Frank M., "Launching Part-Time Cooperative Education on a Large Scale", Manual Training, 20:267-271, April 1919. Author: Associate Superintendent of Schools, Pittsburgh. Description of the organization of a cooperative half-time plan in Pittsburgh, for high school and college students, with department stores. The advantages listed include job position on graduation, adequate training for work, careful supervision, receipt of pay while learning, and theory linked with practice.
4.	L 11 S36 Vol 12 1920 Code: Adm Ex His	Editorial Comment, "The New York City Cooperative High School", School and Society, 12:225, September 1920. A short report on the experiment at New York City High School where students are alternating a school week with a work week in city department stores. This school was designated as a cooperative high school and 1000 students were involved.

5. LB
1598
155
Vol 30
Mar 1929

Editorial Comment, "Cooperative Part-Time Education", Industrial Education Magazine, 30:317, March 1929.

Code:
Adm
Ph

Encourages responsible articulation between industry and school. Discusses relative time on the job as compared to classroom theory. Encourages recognition that coop means more than "working part-time and going to school part-time". The author advocates the need for research in areas which would identify job need and subsequent competencies to be taught in the classroom.

6. LB
1598
155
Vol 30
Mar 1929

Hurley, Morris E., "Essential Steps in a Cooperative Education Program", Industrial Education, 30:329-331, March 1929.

Author: Principal, Merritt High School, Oakland, California.

Code:
Adm

The four fundamental steps in organizing a cooperative training program are: (1) analysis of business as a foundation to curriculum, (2) survey of cooperative businesses to determine training possibilities, (3) school responsibilities toward students, (4) training for citizenship in the community.

7. L
11
N28
Vol 8
Aug 1931

Coleman, P. Evans, "Cooperation: The New Tie Between Education and Industry", Nation's Schools, 8:49-52, August 1931.

Author: Professor of Marketing, University of Detroit.

Code:
Adm
Val

A 5-year follow-up study comparing the work of 85 Junior High graduates (with no coop experience) and 60 Commercial Coop students at the University of Cincinnati. Educational benefits of cooperative training outlined. Progressive job training situation extolled allowing students to find a specialty by working in various departments.

8. LB
1598
155
Vol 32
May 1931

Weaver, G.G., "Some Problems of Cooperative Education", Industrial Education Magazine, 32:352-255, May 1931.

Author: State Department of Vocational Education, Albany, New York.

Code:
Adm
Val
Cur

Description of a program where the classroom was divided into two groups with each group alternating week by week between job and classroom. Obligations of school and industry are discussed. Administration, curriculum, number of students, length of courses, problems encountered, advantages with minimum expense, and motivation are cited.

9. L
11
S551
Vol 40
Sept 1932

Editorial Comment, "Part-Time Cooperative Education in New York", School Review, 40:493-494, September 1932.

Experinece with cooperative program in New York high schools. Students working one week and going to school one week. Work stations are found in industry, retail stores or offices. 91% of graduates are placed -- usually with the coop firm. Promotion and higher pay quickly followed in many cases. Other results reported.

Code:
Adm
Ex
Val

10. L
11
S36
Vol 36
July 1932

Jordan, M.L., "Educational Research and Statistics: Cooperative Education", School and Society, 36:60-64, July 1932.

Author: Nash Preparatory School, Cleveland, Ohio.

A study comparing a group of coop students with a group of non-coop students with results of tests and achievement given. Conclusion: coop students seem to be advancing more rapidly and have more interest.

Code:
Val

11. L
111
A6
#17
1932

Kefauver, Grayson N. and others, "The Horizontal Organization of Secondary Education", National Survey of Secondary Education, Monograph No. 2, U.S. Office of Education, Bulletin #17, pp 95-107, 1932.

Author: Specialist in School Organization for National Survey of Secondary Education.

An excellent description showing advantages of the cooperative program, its curriculum, placement of students, and rates of pay.

Code:
Adm
Ph
Val
Cur

12. HF
1101
J69
Vol 9
Apr 1934

Burmahln, E.F., "Students Manage Department Store", Journal of Business Education, 9:19-20, April 1934.

Author: Director of Business Education, Public Schools of Lynchburg, Vermont.

A report of the Lynchburg High Schools being invited to work along side employees of the Guggenheimer's Department Store for a day. More a project method than a coop program.

Code:
Adm
Ex
Val

13.	HD 8051 A69 Vol 40 Apr 1935 Code: Adm Ex Val	Brockman, L.O., "A Work Try-Out-Scheme for High School Students", Monthly Labor Review, 40:954-955, April 1935. This author describes a program carried out at Louiston, Montana. Work experience part-time but not related class. Specific student cases are cited and objectives of the coop specified.
14.	L 11 E223 Vol 15 Nov 1935 Code: Ph Val	English, Horace B., "Education Through Work in a Time of Social Change", Educational Method, 15:67-71, November 1935. Author: Department of Psychology, Ohio State University. A Psychological discusssion of work experience. Young people are restless, needing and wanting to work because of their biological make-up. The difficulties of the depression bear a deep influence in this article.
15.	HF 1101 N25 Vol 4 Dec 1935 Code: Adm Ph Val	Rowse, Edward J., "Securing the Cooperation of Merchants in Training Salespeople in Secondary Schools", National Business Education Quarterly, 4:18-20, 35, December 1935. Author: Commercial Coordinator, Boston. Mr. Rowse justifies teaching of salesmanship in the high school by listing 3 arguments. He cautions that practical experience must accompany the theory. He also lists three possible coop plans: (1) Alternate school/store where students are paired, one in school and one working, (2) Daily short-hour plan where students are released a few hours daily to work, (3) Occasional practice plan. He stresses agreement throug Merchants' Association rather than through individual merchants.
16.	LB 1598 155 Vol 37 Sept 1935 Code: Adm Ex	Small, Robert O., "Cooperative Schools and Continuation Schools", Industrial Education Magazine, 37:194-195, Sept 1935. Author: State Department of Education, Boston, Massachusetts. Describes plan of cooperative education in Massachusetts. The program is for students 14 years or over who work and can profit by instruction. School hours and work hours are specific. There were 44 such programs in the state in 1935. Students are part of a "cooperative school".

17.	HF 1101 N25 Vol 4 Dec 1935	Walters, R.G., "The Place of Selling Subjects in the Secondary Schools", National Business Education Quarterly, 4:21-25, December 1935. Author: Grove City College, Pennsylvania.
	Code: Cur	A survey of number of cities throughout the United States compiling special information of the schools offering retailing and marketing courses.
18.	L 11 N28 Vol 18 July 1936	Marshall, R.C., "Learning on the Job", Nation's Schools, 18:12-215, July 1936. Author: Superintendent of Public Instruction, Duval County, Florida.
	Code: Adm Ex Val	Description of a coop plan at Jacksonville, Florida. How the plan works, advisory committees, coordinator's job, sequential courses, administrator's reaction and pupil evaluation are given.
19.	L 11 C53 Vol 11 Sept 1936	Rosenstengel, W.E. and Fred Dixon, "Apprentices in Stores and Shops", The Clearing House, 11:47-51, September 1936. Authors: Superintendent of Public Schools, Columbia, Mo. Coordinator of Public Schools, Columbia, Mo.
	Code: Adm Ex Ph Cur	A description of a cooperative plan being used in Hickman High School, Columbia, Missouri. It tells why the program was organized, the problems to be solved by it, and the types of training. Details of the program are included.
20.	LB 1598 155 Vol 38 Sept 1936	Thompson, Carl Francis, "A Part-Time Cooperative Program in a Small Community", Industrial Education Magazine, 38:174-178, September 1936. Author: Coordinator, Senior High School, Springfield, Mo.
	Code: Adm Ex Ph Val	An extensive article describing the cooperative program in Springfield. Consideration is given to participants, types of training, coordinators' responsibilities, personnel problems, dangers, types of employment and assessment of values of the program. Springfield is sold on coop.
21.	L 11 N28 Vol 20 Oct 1937	Barrett, L.A., "Graduates with Experience", Nation's Schools, 20:33-34, October 1937. Author: High School Principal, Salida, Colorado.
	Code: Adm Ex Val	Salida's cooperative plan described. Students attend school mornings and work afternoons with no compensation, in various trades, industries, or office occupations. A coordinator counsels with each student. General descriptive account.

22. L
11
S551
Vol 45
Apr 1937

Code:
Adm
Ex
Ph
Val
Spc

Editorial News, "Three Diverse Plans for Providing Occupational Experience", School Review, 45:245-247, April 1937.

Three reports: (1) A brief report on the secretarial training coop program at Kingman High School in Peoria, Illinois. (2) A report on the Junior High School in Nutty, New Jersey working with "poorly adjusted academic students" on a coop basis with local trade and businesses, (3) Report on the coop program at Aberdeen, South Dakota which focuses on student placement in trades and industry.

23. LC
5201
A61
Vol 9
Apr 1937

Code:
Adm
Ph
His
Val

Keller, F.J., "Earning and Learning in 1937", Journal of Adult Education, 9:141-145, April 1937.

Author: Principal, Metropolitan High School, New York City.

Mr. Keller emphasizes work experience as a help to methodology and motivation. He shows different types of arrangements from the administrative and historical perspectives. He reviews possible areas for part-time instruction for both boys and girls.

24. HF
1101
N25
Vol 6
Oct 1937

Code:
Adm
Ph
Cur

Mertz, Paul A., "Coordination of Store and School for Retail Training", National Business Education Quarterly, 6:29-31, October 1937.

Author: Director of Company Training, Sears, Roebuck and Company.

Mr. Mertz advocates close liaison between school and business. He suggests advisory committees, coop work and active interest by business people in developing school curricula.

25. HF
1101
J69
Vol 13
Oct 1937
Nov 1937

Code:
Adm
Ph
His
Cur

Nichols, Frederick G., "Vocational Training for the Distributive Occupations Under the George-Deen Act", Journal of Business Education, 13:8-10, 20:8-10.

Author: Howard University.

Mr. Nichols defines D.E., gives a historical perspective and many constructive suggestions. He advocates a broad view of D.E. occupations. He sets standards for teachers and leaders in terms of business experience and academic course fulfillment. Curriculum offerings are listed. Preparatory and advanced classes advocated.

26. L
11
S37
Vol 56
Jan 1937

Code:
Val

Novotny, E.L., "Education for Useful Living", The School Executive, 56:190, 197, January 1937.

Author: Superintendent, Beatrice, Nebraska.

A good article promoting the idea of cooperative programs. Coop is found to help students apply knowledge. The need for vocational training is truly great, for this training is no longer given in the home.

27. HF
1101
J69
Vol 13
Sept 1937

Code:
Adm
Val
Cur

Reynolds, Helen, "The Experience of the Small High School in Training for the Distributive Occupations", Journal of Business Education, 13:10-12, September 1937.

Author: Ohio University.

The need for D.E. training in high school is generally recognized and students, parents, and employers are favorably inclined to it. Through the cooperative method, small high schools can participate without undue expense. Retailing and merchandising necessary. Other curriculum suggestions are given and the results of a questionnaire are interpreted.

28. HF
1101
B87
Vol 18
June 1938

Code:
Adm
Val

Brown, Quincy and Lillian E. Miles, "Two Tested Work-and-Learn Plans for Business Students", Business Education World, 18:837-840, June 1938.

Authors: Senior High School, San Bernardino, California. Secretary to Superintendent of Schools, San Bernardino, California.

San Bernardino's program described. Lists businessman's criticism of students. In-class talks by businessmen stressed. Advantages given.

29. HF
1101
J69
Vol 13
June 1938

Code:
Adm
Ph

Davis, Benjamine F., "A Diversified Occupational Program, Its Origin, Establishment and Operation", Journal of Business Education, 13:11-12, June 1938.

Author: Diversified Occupations Program, Athens, Georgia.

After passage of George-Deen Act the need for more comprehensive vocational training program is discussed. Coordinators' responsibilities in such a program are outlined and steps of student learning are listed.

30. HF
1101
B87
Vol 19
Dec 1938

Code:
His

Editor's Note, "Pittsburgh Office Courses in Distributive Occupations", Business Education World, 19:328, Dec 1938.

Although classes were only started in September, the demand has been so great that more than fifty classes have been opened in Pittsburgh.

31. HF
1101
N25
Vol 6
Mar 1938

Kyker, Frank, "Distributive Education", National Business Education Quarterly, 6:33-35, March 1938.

Author: U.S. Office of Education.

Code:
Adm
His
Val

Mr. Kyker promotes distributive education by showing the need and the Government's concern and interest. He mentions D.E. coop only as an incidental aside.

32. LB
1598
15
Vol 27
Apr 1938

Metz, J.J., "Cooperative Part-Time Courses", Industrial Arts and Vocational Education, 27:149, April 1938.

Author: Editor, Industrial Arts and Vocational Education.

Code:
Adm
Ph
Val

The advantages of cooperative courses are stressed in this editorial. Four areas discussed include: giving students life experience, keeping courses up-to-date, finding employment for students with the hope of it becoming permanent, and the importance of coordinators.

33. HF
1101
N25
Vol 6
May 1938

Hollis, Preston Guy, "Timely Warning -- Possible Pitfalls Foreseen in the Distributive Occupations Program", National Business Education Quarterly, 6:39-41, May 1938.

Author: Assistant Professor, University of Kentucky.

Code:
Adm

Stresses well-trained staff, high professional standards, and good public liaison. Emphasizes State and Federal responsibilities.

34. HF
1101
B87
Vol 19
Dec 1938

Haas, Kenneth B., "Distributive Education Objectives and Achievements", Business Education World, 19:278-282, Dec 1938.

Author: U.S. Office of Education.

Code:
Adm
Ph
Cur

The following socio-economic objectives of D.E. are the bases on which the program can be justified: to help distributive workers to give better service, to be better consumers, and to promote better manangement. All of these produce larger profits for manangement and more satisfied consumers. Attainment of objectives depends on quality of program. Suggestions are given for curriculum content.

35. HF
1101
N25
Vol 6
May 1938

Fern, George H., "Vocational Education for the Distributive Occupations in Michigan", National Business Education Quarterly, 6:35-38, May 1938.

Author: State Director of Vocational Education, Michigan.

Code:
Adm
His
Val
Cur

Importance of distributive occupational courses stressed. Types of plans working in Michigan are: (1) part-time coop, and (2) adult training. City centers of instruction are listed and commented upon. Types of courses offered are categorized. Suggested training program requirements are given.

36. HF
1101
N25
Vol 6
May 1938

Gleuck, Myrtle, "The Cleveland Retail Store Course". National Business Education Quarterly, 6:20-34, May 1938.

Author: Coordinator, John Hay High School, Cleveland.

Code:
Adm
Ex
His
Cur

Historical development of coop in Cleveland dating from 1920 (est) at the Longwood High School. This school operated a program of part work, part school for three years. Plan failed and was modified to meet with great success using only girls and a separate coop school. Other programs begun in 1923, 1929 reviewed. Complete description of student acceptability, standards, curriculum, details of program, organization, methods of grading, advantages to business, advantages to students, administration, hours and salary, graduate opportunity, and failures.

37. L
11
A8
Vol 97
July 1938

Miles, Lillian E., "No Experience, No Job -- So What?", American School Board Journal, 97:19-21, July 1938.

Author: Office, City Superintendent of Schools, San Bernardino, California.

Code:
Adm
Ex

A description of the cooperative plan in San Bernardino. The author gives problems encountered in initiating program. Advisory committee, organization, evaluation.

38. L
13
N4
Vol 76
1938

Milligan, Jack, "Developing the Training Program for the Distributive Trades", National Education Association, 76:613-614, 1938.

Author: State Supervisor of D.E., Michigan.

Code:
Adm
Prep

Importance of distributive occupations in schools has developed because of spectacular growth in ability to manufacture and relative inability to move goods. Different arrangement were specified whereby schools could organize D.E. programs. The cooperative plan is one, but has limited emphasis here. Author anticipates preparatory and adult programs.

39. HF
1101
B87
Vol 19
Oct 1938

Milligan, Jack, "Distributive Education -- A Challenge to the Business Educator", Business Education World, 19:89-92, October 1938.

Author: State Supervisor of D.E., Michigan.

Code:
Adm
Cur

Describes the place of D.E. as a part of vocational or business curricula. The article promotes D.E. by showing the scope of the field, student-business potential. It gives types of training programs, suggestions for coop classes, the place of the U.S. Office of Education and lists State D.E. personnel in the United States.

40. HF
1101
J69
Vol 13
Apr 1938

Code:
Adm
Ex
His
Val

Olenbush, Mercy, "Business and School Get Together", Journal of Business Education, 13:12-16, April 1938.

Author: High School, Haddon Heights, New Jersey.

A report of the development and present standing of the cooperative plan at Haddon Heights, New Jersey. Deals with department store coop students and outlines the details of the plan, giving an assessment of it. Strong emphasis is given to placement. Includes a secretarial coop also.

41. L
13
N4
Vol 77
1939

Code:
Val

Clover, Nian, "Part-Time Cooperative Classes, National Education Association, 77:679-680, 1939.

Author: Assistant State Supervisor in charge of D.E. Still-Water, Oklahoma.

Spells out the advantages of a cooperative plan to employers and students. Employer is benefited because he has extra help on weekends and busy periods, help of teachers in selecting employees, cost of training new employees is lowered through benefit of related class instruction. The student receives the advantage of working under favorable circumstances.

42. L
11
S36
Vol 50
July 1939

Code:
Adm
Ph
His
Val

Douglass, Dr. Harl R., "Youth, School, Work, and Community", School and Society, 50:65-71, July 1939.

Author: Chairman of Teacher Education, University of North Carolina.

Dr. Douglass spells out the question and problem of absorbing youth in the work world. He states the forces that cause problems to youth and sees the cooperative method as one of the possible solutions. He shows that at least 500 schools and colleges have tried it with some success; also stresses advantages to youth. Only part of article deals with coop method.

43. L
11
E223
Vol 18
Mar 1939

Code:
Adm
Val
Cur
Meth

Girault, William S. and Stewart T. Walton, "We Give Them Experience", Educational Method, 18:262-265, March 1939.

Authors: Teachers, West High School, Denver, Colorado.

Report of cooperative program in Denver. Students first studied occupations through individual research, then reviewed job application procedures and personal qualities for getting and holding a job. Students were then released each afternoon to work on a nonpay basis in various establishments.

44.	L 13 N4 Vol 77 1939 Code: Adm Ph	Reeves, Floyd W., "Youth in a Changing World," National Education Association, 77:92-94, 1939. Author: Chairman, President's Advisory Committee on Education, Washington, D.C. This article deals with youth and their employment problems. A short paragraph refers to cooperative education and relates some of the difficulties of the plan. School scheduling and store wage setting are problem areas. Coop however, has advantages that are not found in other programs.
45.	HF 1101 J69 Vol 15 Oct 1939 Code: Adm	Siegler, Carlton J., "A Bibliography for Distributive Occupations", Journal of Business Education, 15:23-24, October 1939. Author: Newtown High School, New York. A list of materials and books are given to aid the teacher of the related class. Some of the listed headings are: Advertising, method of D.E., class stores, consumer education, fashion, others.
46.	L 11 S37 Vol 59 Oct 1939 Code: Adm Ex Ph His Val	Young, G.P., "As Off to Work They Go", School Executive, 59:11-14, October 1939. Author: School Superintendent, Alamosa, Colorado. The coop program at Alamosa was established in 1935 to help the student choose a vocational goal. Mechanics of the plan are given and duties of the coordinator are specified. Pictures of some of the students at work are found in the article.
47.	LB 1598 15 Vol 29 Mar 1940 Code: Adm Ex Val	Beamer, Alan L., "Diversified Occupations in Covington High School", Industrial Arts and Vocational Education, 29:98-100, March 1940. Author: Vocational Coordinator, Covington High School, Virginia. A description of organization of diversified occupation courses in a small community. The objectives and advantages of the program given. Coordinator responsibilities, daily work reports, rating sheets, and coordinator reports are all included.

48. HF
1101
J69
Vol 16
Sept 1940

Blackler, William R., "Distributive Education in our Vocational Program", Journal of Business Education, 16:11-13, September 1940.

Author: California State Department.

Code:
Adm
Val

Importance and opportunity of D.E. described, showing the scope of the field in industry and educational programs. Tells of benefits to industry and the consumer. Standards of service received by consumers and rendered to employers will be greatly improved through adequate D.E. training.

49. HF
1101
B87
Vol 20
May 1940

Dalthorp, Charles J., "A Cooperative Work-Study Plan", Business Education World, 20:781-784, May 1940.

Author: Superintendent of Schools, Aberdeen, S. Dakota.

Code:
Adm
His
Val
Cur

An outline of a cooperative plan in Aberdeen, which is designed for high school students. Course detail is given with the sequence reiterated. Copies of the student evaluation letter and the student-employer agreement are included.

50. HF
1101
B87
Vol 20
May 1940

Douglass, Dr. Harl R., "Youth Needs Work Experience", Business Education World, 20:784-785, May 1940.

Author: Chairman of Teacher Education, University of North Carolina.

Code:
Ph
His
Val

The author's stongest point here is that a coop plan meets the needs of the students. He shows increase in coop programs from scarcely none to 176 in five years. Retail selling is the largest single area where coop programs are functioning successfully.

51. L
11
N28
Vol 26
Dec 1940

Eldridge, H.D., "Putting Pupils to Work in Diversified Occupations", Nation's Schools, 26:25-27, December 1940.

Author: Superintendent of Schools, Greeley, Colorado.

Code:
Ph
Val

The central issue here is how the schools can meet the vocational needs of the students. One answer given importance is the cooperative plan. This plan is outlined and the result o of an employer survey and an employee survey are given. These surveys point out the need for the coop program.

52. HF
1101
J69
Vol 15
Feb 1940

Galper, Sidney A., "Cooperating with Store Managers", Journal of Business Education, 15:21-22, February 1940.

Author: Salem Vocational High School, Salem, Mass.

Code:
Adm

This article outlines the problems and importance of establishing the proper kind of relations with the business community with regard to cooperative programs. It tells of resistance to coop by businesses and attempts to show advantages to business.

53. HF
1101
B87
Vol 20
Mar 1940

Code:
Adm
Ex
Val

Haines, William E., "Partners for Profit", Business Education World, 20:629, March 1940.

Author: Supervisor of Business Education, Delaware.

One page article announcing the cooperative program in Wilmington, Delaware. Tells the reasons for the program and stresses participation by employers. Copy of the advertising leaflet is included.

54. HF
1101
J69
Vol 16
Oct 1940

Code:
Adm
Meth

Wagner, Graydon C. and Carl J. Nemetz, "Greenwich Trains for Distributive Jobs", Journal of Business Education, 16:11-12, October 1940.

Authors: Greenwich High School, Connecticut.

Since merchants in any community best understand the factors pertinent to selling in the community, the start of a distributive occupations curriculum should be with the merchants of the community. To gain their support, a fair was proposed with students assigned to work with different stores. Enthusiastic support given. Some pictures of booths included in article.

55. HF
1101
B87
Vol 20
May 1940

Code:
Adm
Cur

Williams, Rae C., "A Cooperative Program in Retailing", Business Education World, 20:768-772, May 1940.

Author: Head, Retail Selling Department, Omaha Technical High School, Nebraska.

Describes course sequence for the Omaha Technical High School student in a retailing program in considerable detail. Successes explained briefly. Pictures and descriptions of school physical facilities are given including a small shop and a grocery store.

56. HF
1101
J69
Vol 18
Nov 1942

Code:
Adm
Ph
His
Gu
Cur

James, L.E., "Developing Courses in Distributive Education Under the George-Deen Act", Journal of Business Education, 18:19-21, November 1942.

Author: Cardozo High School, Washington, D.C.

Historical perspectives are important in giving a sense of direction for the future. "Guidance, education and ultimate placement are the goals of this program. One cannot exist without the other. The functions must be successfully coordinated in order to justify retail cooperative part-time training." Coordination is stressed. A chart showing a city's organization in relation to the business community is included.

57. T
61
S6
Vol 50
1942

Park, C.W., "The Genesis of the Cooperative Method Idea", Journal of Engineering Education, 50:310-315, 1942.

Author: Professor of English, College of Engineering and Commerce, University of Cincinnati.

Code:
His

The author credits Herman Schneider as the originator of the cooperative method, who developed it as a means of instruction and pushed its acceptance in the field of engineering.

58. LB
1598
15
Vol31
Dec 1942

Smith, L.F., "Work, A Realistic Lab", Industrial Arts and Vocational Education, 31:422-424, December 1942.

Author: Coordinator, Rochester Athenaeum and Mechanics Institute, New York.

Code:
Adm
Ph
His
Val
Gu
Cur

A brief annotated bibliography covering some of the materials available on cooperative education prior to 1942. The material is listed under such headings as: Administering Cooperative Work Programs, Organizing a Cooperative Work Program, Determining the Effectiveness of Cooperative Work Programs in Action, and others.

59. LB
1598
15
Vol 32
Nov 1943

Banks, M., "Establishing Store Relationships for a Cooperative Program of Distributive Education", Industrial Arts and Vocational Education, 32:370-372, November 1943.

Author: A.S. Beck Shoe Corporation, New York City.

Code:
Adm

A recipe on how to start a cooperative program. Mr. Banks gives major emphasis to store program relationships and the role of the coordinator in the selection of placements. Types of jobs and cooperating stores are listed. Strong emphasis on standards and requirements for both student and store.

60. L
11
S551
Vol 51
Nov 1943

Beckley, Donald K., "Meeting Business Needs through Cooperative Education", School Review, 51:539-543, November 1943.

Author: Rochester Athenaeum and Mechanics Institute, Rochester, New York.

Code:
Adm

The purpose of this article in the author's own words, " . . . is to point out some of the difficultites faced by business concerns in making use of cooperative students and to describe methods through which a cooperative plan can be organized and directed to meet actual business needs."

61. HF
1101
J69
Vol 18
May 1943

Greenfield, E.A., "A Cooperative Distributive Education Program in Wartime", Journal of Business Education, 18:21, May 1943.

Author: Coordinator of Distributive Education, Weirton, West Virginia.

Code:
Adm
His

A general discussion of the cooperative method and the problems that D.E. faced during the war. Cooperative Education demands that the employer assist in a planned training program. Articulation between job and school is vital.

62. LB
5
N25
Part 1
1943

Nichols, Frederick G., "The Problems of Method in Vocational Education", National Society for the Study of Education, 42nd Yearbook, 1:111-118, 1943.

Author: Associate Professor of Education, Harvard.

Code:
Meth

This essay discusses various methods used in vocational education. A section is devoted to distributive education, wherein it is stated that D.E. cannot reach its full potential with any other method than the cooperative method. Other methods are also considered: project and contract plan.

63. LB
1598
15
Vol 33
Feb 1944

Banks, M., "Instructional Methods in Distributive Education", Industrial Arts and Vocational Education, 33:47-48, Feb 1944.

Author: A.S. Beck Shoe Corporation, New York City.

Code:
Meth

A discussion of the relative merits of different methods of presenting subject matter in the related class. The author concludes that the following are especially effective: the group discussion method, the demonstration method, the case study method, and the project method.

64. HF
1101
N25
Vol 12
Mar 1944

Banks, M., "Standards in Distributive Education", National Business Education Quarterly, 12:27-30, March 1944.

Author: Coordinator of D.E., Tilden High School, Brooklyn, New York.

Code:
Adm

A variety of standards are used to judge candidates for work. Some of these are: age, physical size, health, appearance, personality, English usage, intelligence, and technical skills. Schools must prepare students to meet higher postwar standards.

65. HF
1101
N25
Vol 12
May 1944

C Code:
Adm
Ph
His
Val
Cur

Bethel, Lawrence L., "Work-Study Education in Natural Environment", National Business Education Quarterly, 12:11-21, 41, May 1944.

Directed to college level, but significant because it presents a viewpoint not commonly found during this period. Efforts should be made to teach in the "natural environment", not in isolation. The University of Cincinnati and Antioch College have attempted to make work a part of general education and have set up factories as labs. Suggestions are given for individually planned programs, for the related curriculum must be presented in a special way and transitional courses must be adopted.

66. HF
1101
N25
Vol 12
May 1944

Code:
Adm
Ex
Ph
His
Val
Cur

Gowens, H.W. and others, "A Complete Cooperative Training Program as Administered in Tulsa, Oklahoma", National Business Education Quarterly, 12"22-36, May 1944.

Author: Superintendent of Schools, Tulsa, Oklahoma.

This article presents the Tulsa cooperative plan. History, objectives, advantages, modes of operation, all kinds of forms, curriculum content, placement, fees, communication with parents, trainee and training stations, evaluation, job analysis, absences, trainee tips, coordinator relationships, and graduation expectations are given in some detail.

67. HF
1101
N25
Vol 12
May 1944

Code:
Adm
Val

Graham, J., "The Quarter Century Mark in Cooperative Training", National Business Education Quarterly, 12:62-64, May 1944.

Author: Supervisor of Commercial Education, Los Angeles City Schools.

This article has two basic parts: First, a general discussion of the needs of cooperative education . . . now and during the war; Second, a description of the essential features of a work experience program. The author makes no distinction between work experience and occupational cooperative experience.

68. HF
1101
N25
Vol 12
May 1944

Code:
Adm

Kibby, Ira W. and W.R. Blackler, "Administrative Aspects of Cooperative Business Training", National Business Education Quarterly, 12:58-61, May 1944.

Authors: California State Department of Education.

Problems facing a new coop program include: (1) Labor laws relating to part-time employment of minors and females; (2) Union regulations; (3) Businessman apathy; (4) Integrating business experience with school class material; (5) Trained teacher securement; (6) Operating in a small community. The importance and provisions of the George-Deen Act are related.

69. HF
1101
N25
Vol 12
May 1944

Nichols, Frederick G., "Work Experience", National Business Education Quarterly, 12:3-10, May 1944.

Author: Harvard Universtiy.

Business teachers are urged to examine the work experience concept, which must become an integral part of the school system. A brief history is given showing the need for work experience in the urban centers. The order of development of educational methods is given. Guidance, curriculum and personnel are all cited.

Code:
Adm
Ph
His
Val
Gu

70. HF
1101
N25
Vol 12
May 1944

Pope, J.B., "Possible Cooperative Plans Under The National Vocational Education Act", National Business Education Quarterly, 12:37-41, May 1944.

Author: U.S. Office of Education.

Minimum requirements in establishing a federally reimbursed program under the George-Deen and Smith-Hughes Acts are given. Here the author has incorporated several ways of establishing a program and has given suggested requirements.

Code:
Adm

71. HF
1101
A65
Vol 1
1944

Rowse, Edward J. and others, "The Functions and Possibilities of Cooperative Training", The American Business Education Yearbook, 1:219-232, 1944.

The authors credit the schools of Fitchberg, Mass. for the first coop programs in 1908. Boston followed in 1913. New York 1915 followed by Rochester. Many intersting historical facts given. Objectives and functions of coop related. Importance of government reimbursement. The authors give conditions for successful training and emphasize unlimited possibilities of properly administered program. Future of program given.

Code:
Adm
Ph
His
Val

72. HF
1101
A65
Vol 1
1944

Schindel, Philip W., "The Role of Business in Cooperating with the School", The American Business Education Yearbook, 1:181-187, 1944.

Author: Employment Manager, L. Bamberger and Company.

Business and education have a number of areas of common concern -- student character, intelligence, intuition, adaptability, experience and special traits. Business recognizes the contribution of special training, general educational training, and job adjustment. Cooperative efforts enchance both.

Code:
Adm
Ph

73.
HF
1106
S7
1944

Code:
Adm

Strong, Earl P., The Organization, Administration, And Supervision of Business Education, The Gregg Publishing Company, N.Y., pp 206-208, 1944.

Author: University of Illinois.

Guiding principles for setting up a cooperative program are given. Three alternative plans are listed as well as sixteen advantages.

74.
HF
1101
N25
Vol 12
May 1944

Code:
Adm
Val

White, Gordon H., "Ten Years of Cooperative Training in the Modesto City Schools", National Business Education Quarterly, 12:55-57, May 1944.

Plan details developed by representatives of the school, employers and labor. Lay committees coordinate the cooperative placement job. Administrative mechanics are stated. Junior College coop has not detracted from the high school coop; in fact a greater number of employers now take high school students. Influences of the war are expanded. After 10 years, the program is on sound footings and having success.

75.
AW
By833
1945

Code:
Adm
Ex
Ph
His
Cur

Brockman, L.)., Inauguration and Development of Cooperative Work-Experience Education in Secondary Schools, Doctoral Dissertation, 1945, available from University of Wisconsin.

Develops the foundation of cooperative education from its historical, psychological, sociological, economical and philosophical background. It makes an analysis of administrative practices including students' schedules, enrollment, teacher training, reporting, and legal aspects of the plan. Curriculum coordination and guidance problems are reviewed. A number of specific programs are surveyed. Conclusions and suggestions are given.

76.
HF
1101
A65
Vol 2
1945

Code:
Adm
His
Cur
Meth

Dame, F.J. and others, "Improving Learning and Achievement in Merchandising and the Distributive Occupations", American Business Education Yearbook, 2:192-216, 1945.

Author: Head, Commercial Education, Washington Public Schools, Washington, D.C.

Only part of chapter is devoted to the coop method. A discussion of coop training as effected by the war. Brief history tracing developments before George-Deen Act. Influences and major changes after the Act: more practical courses offered, better selection of students, more accurate evaluation, up-grading teacher qualifications and methods of teaching. Standards of performance and limitations are given and many teaching methods included. Visual aids are stressed.

77\.
HF
1101
A65
Vol 2
1945

Gause, Catherine, and others, "Improving Learning and Achievement Through Work Experience Programs in Business Education", American Business Education Yearbook, 2:299-307, 1945.

Author: Teacher of Business English, Delaware.

Code:
Adm
Val
Cur
Meth

An analysis of the cooperative method with a breakdown of the topics as follows: minimum essentials, incentive values, realistic standards, improved attendance, employable personality traits, contribution to curriculum, coordination essentials, types of organization, and student reaction to program. Good article to be read for its conclusions and suggestions.

78\.
HF
1101
J69
Vol 20
May 1945

Morsey, R.J., "Salesmanship -- Cooperative vs Traditional", Journal of Business Education, 20:18-20, May 1945.

Author: North High School, Columbus, Ohio.

Code:
Adm
Cur

Mr. Morsey compares cooperative salesmanship with traditional salesmanship. He feels the coop method is far superior. "The traditional method does not enable a teacher to reach the chief objective." "The cooperative program provides realization of vocational objective by making provision for actual experience under competent supervision and using related classroom work."

79\.
HF
1101
B87
Vol 26
Apr 1946

Beckley, Donald K., "Cooperative Retail Training in Retrospect", Business Education World, 26:422-423, April 1946.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Code:
Adm
Ex
Val

This essay shows how former cooperative students view the program. The general conclusion is that there are three areas in which most coop programs could improve: (1) Better coordination with stores. (2) More carefully planned job schedule for coop work. (3) Closer tie between work experience and course material.

80\.
L
13
N27
Vol 30
Jan 1946

Brockman, L.O., "Inauguration and Development of Cooperative Work Experience Education in Secondary Schools", National Association of Secondary School Principals Bulletin, 30:39-60, January 1946.

Author: Montana State College.

Code:
A
Ex
Ph
His
Val
Gu
Cur

The purpose of this article is three fold: (1) to make a critical analysis of administrative practices in successful cooperative education programs; (2) to discover why many secondary schools do not use this method; (3) to recommend suggestions for the improvement of cooperative education programs. The results cannot be adequately summarized, but this article is most complete and shows favorable results from work experience.

81.	LB 1029 C6 D5 1946 Code: Adm Ph His Val Gu Cur	Dillon, Harold J., Work Experience in Secondary Education, National Child Labor Committee, N.Y., 1946. Author: Connecticut State Department of Education. This committee report outlines the basic purposes of work experience as: (1) abolishing exploitation of children under guise of education, (2) controlling part-time work under school supervision, (3) reaching school drop-outs. The book covers needs of young people, origin of the program, objectives of the program, administration, selection-placement, supervision and guidance. It also describes credit granting, control of employment, integration with curriculum, effects on scholarship, health, money, and appraisals of the program by students, principal, parents, labor, and employer.
82.	HF 1101 B87 Vol 26 May 1946 Code: Meth	Dunstan, Mary F., "The Case Method and Learning to Think", Business Education World., 26:477-478, May 1946. Author: Russell Sage College. The case, for a case method study, must be realistic. Suggestions for effective case use are given.
83.	L 11 J5 Vol 129 Jan 1946 Code: Adm Ex Val	Ferguson, A.W., "Schools and Industry Cooperate", Journal of Education, 129:22-24, January 1946. Author: Superintendent of Schools, York, Pennsylvania. This article discusses cooperative education as used in all areas of vocational education by the community of York. The importance of advisory committee and how it helps keep the program in focus is stressed. The author shows that the cooperative method has worked most satisfactorily.
84.	HF 1101 B87 Vol 26 Mar 1946 Code: Adm Meth	Hansen, Carrie, "Opportunities for Practical Work Experience", Business Education World, 26:358-359, March 1946. Author: Sales and Office Coordinator, Placement Director, East High School, Waterloo, Iowa. Deals with work experience rather than cooperative method, but is interesting because it shows an attempt to correlate a related class to the students' work experience, administrative responsibility for placement, follow-up etc.

85. HQ
750
A2
P33
Vol 21
Nov 1946

Code:
Adm
Ph
Val

Michener, A.D., "Can Job and School Mix?", Parent's Magazine, 21:24-25, 175, November 1946.

Author: Director, Olney Center, Temple University.

In this essay the author shows some of the problems faced in educating the business world and parents that cooperative education is a useful, productive form of education.

86. HF
1101
J69
Vol 22
Jan 1947

Code:
Meth

Beckley, Donald K., "Looking at Distributive Education", Journal of Business Education, 22:30, January 1947.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Stresses the significant growth of the club movement and gives the objectives of such club activities. The present status of clubs in terms of numbers (242) and enrollment (5600) of young people is related.

87. HF
1101
J69
Vol 23
Sept 1947

Code:
Cur

Beckley, Donald K., "An Approach to Selling From 'Down Under'", Journal of Busines Education, 23:23, September 1947.

Author: Director, Prince School of Retailing, Simmons College, Boston.

More attention should be given to the psychology of selling in the related class. A suggestion is given here to show how this might be carried out.

88. LC
1041
A5
Vol 22
Jan 1947

Code:
Ex
Meth

Eddy, James R.D. and others, "Distributive Education in Texas", American Vocational Association Journal, 22:7-9, 32-33, January 1947.

Author: Director, Industrial and Business Extension Training, University of Texas.

The editor here has pulled a number of articles together from Texas. Each article reflects some of the local color and experiences which illustrates again the importance of adapting to local situations. Many different courses of study and activities are listed briefly.

89. LC
1041
A5
Vol 22
Dec 1947

Code:
Cur

Ellison, Milton F., "Cooperative Retailing in Battle Creek, Michigan", American Vocational Association Journal, 22:35, December 1947.

Author: Coordinator, Battle Creek, Michigan.

The units taught in the related class in Battle Creek are as follows: pre-induction, 20 hours; the salesperson, 25 hours; salesmanship, 30 hours; textile merchandise information, 50 hours; non-textile merchandise information, 45 hours; and many others.

90.	HF 1101 B86 Vol 1 Apr 1947 Code: Adm Ph Val Cur Meth	Kirk, John G., "Integrating Distributive Education in the Schools", Business Education Forum, 1:31-33, April 1947. Author: Director of D.E., Philadelphia Public Schools. Fusion of practice and theory is possible under the D.E. coop plan. The related class is vital to teach basic skills and trait competency. Advisory committees are useful and fill a great need. A sequence of course offerings, schools and work schedules, other class activities and in-service training activities are described.
91.	L 111 A6 No. 9 1947 Code: Adm Ex Ph	Legg, Jesson and Proffitt, School and Work Programs, United States Office of Education, Bulletin #9, 1947. A broad, overall view of the types of coop programs as well as other part-time work projects. It covers purposes, types, popularity, kinds of work, controls exercised by schools, attitudes toward, good and bad features, and the future in cooperative education. 136 school systems working under wartime conditions are considered here. Letter of inquiry included.
92.	LC 1041 A5 Vol 22 Sept 1947 Code: Meth	Loos, Marguerite, "Distributive Education Clubs of America", American Vocational Association Journal, 22:16-17, 27, 32; September 1947. Author: State Supervisor of D.E., Ohio. A brief historical account of the development of D.E.C.A.. The functions of club activities are: (1) Social, (2) Educational, (3) Citizenship, (4) Harmonious working relationship, (5) Raise occupational standards, (6) Community service.
93.	HF 1101 J69 Vol 22 May 1947 Code: Adm	Loso, Foster W., "Work Experience on the Job Level", Journal of Business Education, 22:11-12, May 1947. Author: Director of Business Education, Elizabeth, N.Y. The author wishes a tightening of regulations and practices to increase effectivenenss and proper organization of work experience, thus meeting school and student objectives.
94.	HF 1101 N25 Vol 16 Dec 1947 Code: Adm His	Nolan, D.A., "Functional Cooperative Business Education", National Business Education Quarterly, 16:47-50, Dec 1947. Author: State Supervisor of Business and Distributive Education, Delaware. Dr. Nolan gives a brief history of cooperative education in Delaware and discusses some specific cooperative education topics such as: planning the program, arranging the schedule for the coordinator, and others.

95.	LC 1041 A5 Vol 22 Jan 1947 Code: Adm Ph Val	Packer, Harry Q., "Selecting the D.E. Student", American Vocational Association Journal, 22:24, January 1947. Author: State Supervisor of D.E., West Virginia. Teachers must be aware of the skills students will need to get a job upon graduation. A survey showed the need for increased distributive workers, yet the students were not enrolling. More effective guidance is needed. Coop programs will create real interest for students.
96.	HF 1101 B87 Vol 28 Oct 1947 Code: Adm Val	Silverberg, R.L., "Beyond the Experimental Stage", Business Educational World, 28:92-95, October 1947. Author: LaFayette High School, Brooklyn, New York. A discussion of cooperative training and how it works. The summary stresses the fact that cooperative education is no longer an experiment.
97.	LC 1041 A5 Vol 23 June 1948 Code: Adm	Balboni, Marian and Helen Lord Smith, "A Unified Store-School Workshop", American Vocational Association Journal, 23:22, June 1948. Authors: Assistant State Supervisor of D.E., Boston. Teacher-Coordinator, Brockton, Mass. A short article showing and reviewing the new equipment such as movable desks, display case, etc. that enable this class to have a real D.E. laboratory set-up.
98.	HF 1101 A65 Vol 5 Sec 8 1948 Code: Adm	Beaumont, John A., "Recent Developments in Business Education -- Retailing", American Business Education Yearbook, 5:323-328, 1948. Author: State Board for Vocational Education, Springfield, Illinois. The article deals in the main with the broad field of retailing and its needs, but calls for, as one of its recommendations, the inclusion of a supervised work experience program.
99.	HF 1101 B87 Vol 1948 Code: Meth	Beckley, Donald K., "Getting Value from Work Experience", Business Education World, 28:577-579, June 1948. Author: Director, Prince School of retailing, Simmons College, Boston. Classroom designed and initiated projects are suggested as a means of increasing student interest in their jobs. The unique characteristic of these projects is that they are helpful to the respective employer. Some projects include: (1) Making a list of gifts appropriate for different ages; (2) Preparing a sales-check manual for new employees of small stores; (3) Preparing a directory of merchandise locations.

100. HF 1101 B87 Vol 29 Sept 1948

Beckely, Donald K., "The Early Days in Retail Training", Business Education World, 29:38-41, September 1948.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Code: His

Interesting historical account of development of retail store training in school. Pictures are included showing an early class of girls at the Prince School. First retail store-school was the John Wanamker Commercial Institute organized in 1896 in the Wanamaker Store in Philadelphia. Only part of the curriculum was retailing. The aim was educating store workers. Many stores followed, but this function was taken over by outside agencies. The 1905 class cited.

101. HF 1101 B3 Vol 30 Sept 1948

Boldand, Kathleen, "Distributive Education Students Need Visual Presentation in Window-Display Training", Balance Sheet, 30:19-21, September 1948.

Author: Saginaw High School, Saginaw, Michigan.

Code: Adm Meth

A frame structure representing a window, a large glass mirror, and businessmen visiting the classroom have added a sense of dynamics to the class. Professionals do the displays with students observing. Points by the businessmen are given. Floor plans are mapped out.

102. LC 1041 A5 Vol 23 May 1948

DeBennings, M.J., "The Purpose of Distributive Education Clubs", American Vocational Association Journal, 23:18, 20; May 1948.

Author: State Supervisor of D.E., Oklahoma.

Code: Meth

The D.E.C.A. creed and objectives are quoted. Different student reports and speeches are printed as D.E.C.E. activities. A review of a D.E.C.A. convention is included.

103. HF 1101 B86 Vol 2 Apr 1948

Ernest, John W., "Teaching Methods in Distributive Occupational Training", Business Education Forum, 2:27-28, 44-45; April 1948.

Author: Instructor of Merchandising, Los Angeles City College.

Code: Ph Cur Meth

The need to train young people for clusters of jobs instead of specific jobs is important because of the changes and opportunities in distribution. Objectives of D.E. are cited with an emphasis on tying instruction to job experience. Various methods of teaching are suggested.

104. HF
1101
J69
Vol 23
May 1948

Code:
Adm

Keeling, Wilbur, "The Distributive Education Coordinator", Journal of Business Education, 23:30-32, May 1948.

Author: State Teachers College, Valley City, N.D.

A study surveying five states to determine coordinators' responsibilities. These duties were categorized under the following headings: (1) Administrative and Supervisory, (2) Duties Relating to Students, (3) Clerical Duties, (4) Program Promotion, (5) Non-Distributive Duties, (6) Others.

105. HF
1101
J69
Vol 23
Apr 1948

Code:
Adm
Ph
Val

Milligan, Jack, "Cooperative Training -- A Challenge to Business Education", Journal of Business Education, 23:24-26, April 1948.

Author: Chief, Business Education, Michigan Department of Public Instruction.

Points out the difference between occupational cooperative education and general work experience education. The type of experience offered must be a constant concern. The nature of cooperative education, administrative problems, teacher-coordinator, types of cooperation, departmental placement, individualization, and Federal aid are some topics discussed.

106. LB
2300
C48
Vol 23
Apr 1948

Code:
Ph
His

Park, C.W., "The Beginning of Cooperative Education", College and University, 23:449-453, April 1948.

Author: University of Cincinnati.

A general discussion about Herman Schneider and his philosophical approach to educational problems. His solutions to problems resulted in cooperative education.

107. HF
1101
B87
Vol 29
June 1949

Code:
Meth

Beckley, Donald L., "The Situation-Response Question", Business Education World, 29:619-620, June 1949.

Author: Director, Prince School of Retailing, Simmons College, Boston.

The situation-response test question will be more valid in type of test construction because it gets at the idea of practical application. A test is included in the selling unit in this article.

108. HF
1101
B87
Vol 30
Nov 1949

Code:
Meth

Beckley, Donald L., "Retailing Device: The Use of Selling-Situation Problems", Business Education World, 30:132-134, November 1949.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Selling-situation problems, properly prepared and realistically presented, will increase the student's ability to solve retailing problems. A sales-situation is the statement of an actual sales interview. Some examples are given in full with accompanying possible solutions.

109. HF
1101
B86
Vol 4
Nov 1949

Code:
Adm
Val

Blackler, W.R., "Growth of Cooperative Training in Business Education", Business Education Forum, 4:38, November 1949.

Author: California State Department of Education.

Cooperative training is one of the most rapidly expanding methods on the educational horizon. Mr. Blackler feels that its future outlook is great. The essential of cooperation, the importance of coordination and placement are discussed briefly.

110. HF
1101
B87
Vol 29
Jan 1949

Code:
Adm

Caplan, Samuel W., "Signals for the Coordinator", Business Education World, 29:289-290, January 1949.

Author: Temple University, Philadelphia.

Concrete suggestions given the coordinator as he goes into the community to solicit the businnessman's support. Barriers must be broken down. Do's and Don't's flow freely.

111. HF
1101
J69
Vol 24
Apr 1949

Code:
Adm
Ex
Ph

DeBenning, M.J., "Oklahoma Distributive Education", Journal of Business Education, 24:21-22, April 1949.

Author: State Supervisor of D.E., Sillwater, Oklahoma.

A successful distributive education program is dependent upon the following factors: (1) State Board of Education, (2) Local school administration, (3) Local merchants and their association, (4) Teacher personnel with proper training, (5) Careful selection of students, and (6) Student club organization and activities.

112. HF
1101
A64
Vol 6
Dec 1949

Code:
Adm

Hayden, Carlos K. and William E. Jennings, "Using the Advisory Committee", American Business Education, 6:89-94, Dec 1949.

Authors: Department of Education, State University, Columbus, Ohio.

The value of advisory committees is shown in making the program dynamic. Advisory committee is defined, authority explained, duties outlined, appointment described, and membership qualifications listed. Cooperation among committee members, teachers and businesses is essential.

113. HF
1101
B87
Vol 29
June 1949

Code:
Meth

Heiss, Renetta F., "The Cooperative Fashion Show -- A Retailing Project", Business Education World, 29:593, June 1949.

Author: Altoona High School, Altoona, Pennsylvania.

School students worked with a local store to set up a sales-promotion, a display and a merchandising committee. Each committee worked under the chairmanship of the local store department manager and planned a very sucessful campaign.

114. LB
1594
FJ6
1949

Code:
Adm
Ph
Val ar
Spc

Johnson, Lloyd W. and William H. Roe, Review of Current Literature on Work Experience Programs, 1949.

A compilation of thoughts on the following topics: types of work experience, benefits of work experience, recommendations for work experience, work experience in secondary education, training program, evaluation, reimbursement, and others. This bulletin has other articles dealing with the basis of coop.

115. HF
1106
T59
Vol 9
Sept 1949

Code:
Adm
Ph
His
Val
Cur

Tonne, Herbert A., Estelle L. Popham, and Herbert M. Freeman, Methods of Teaching Business Subjects, The Gregg Publishing Company, N.Y., pp 398-401, 1949.

Authors: New York University; Hunter College, New York; New Jersey State Teachers College.

The fifteenth chapter is addressed to the field of D.E. The historical effect of the George-Deen Act and George-Barden Act is traced. Alternate plans and some advantages and problems are pointed out. Possible related course offerings are given.

116. HF
1106
T8
1949

Code:
Adm
Ph
Val
Cur

Turille, Stephen J., Principles and Methods in Business Education, McClure Printing Company, Virginia, pp 80-95, 1949.

Author: Madison State College, Virginia.

Mr. Turille criticizes the "bookish" approach and advocates cooperative business training. He suggests a rotational experience and a partnership between school and work. Advantages of the program are cited with proper planning and close cooperation stressed. Some probable problems are listed. Answers to the following questions are given: When to have a coop program, what school credit to be given, what specific organizations necessary?

117. L
11
N25
Vol 38
May 1949

Walker, A.L., "Job Centered Business Education", National Education Association, 38:348-349, May 1949.

Author: State Supervisor, Commercial Education Service, Virginia State Board of Education.

Code:
Adm

Mr. Walker lists what he feels are the most desirable characteristics to be found in a work station. Included also are student qualities needed for this program. The need for community and parent public relations work is stressed.

118. HF
1101
B87
Vol 30
May 1950

Baker, W. Maurice, "The Purpose and Pattern of a Good Distributive Education Club", Business Education World, 30: 456-457, May 1950.

Author: Head, Department of D.E., University of Kentucky.

Code:
Meth

The essentials of a good club organization are spelled out here. Why have a club? What can be expected from a club? Both questions are answered in an interesting manner.

119. HF
1101
B87
Vol 30
Mar 1950

Beckley, Donald K., "Five Techniques for Use in Teaching Retailing and Salesmanship", Business Education World, 30: 340-341, March 1950.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Code:
Meth

The five techniques in teaching retailing are given with discussion of each. (1) Interview the customer. (2) Acquire verbal facility. (3) Use of customer comments. (4) Use of retail history. (5) Challenging sales persons.

120. HF
1101
B87
Vol 31
Oct 1950

Bernard, Louise, "The Distributive Educator Coordinator as a Community Training Director", Business Education World, 31:92-94, October 1950.

Author: Virginia State Supervisor of D.E.

Code:
Adm

The position taken by this writer is that the D.E. coordinator can properly fill the function of a community training director for those stores too small to carry the function on their own. Steps to carry out this job, forms, planning, and helps are offered. A survey is suggested.

121. HF
1101
J69
Vol 25
Apr 1950

Bixler, Reyno F., "Practical Pre-Employment Training", Journal of Business Education, 25:17, April 1950.

Author: Waukegan Township High School, Waukegan, Illinois.

Code:
Adm
Ph
Gu
Meth
Prep

The importance of 11th grade pre-employment class is stressed, since it gives the student the opportunity to examine the field of distribution by business visits, speakers, and classroom instruction. Class objectives are: to show the students the opportunities available, to give job information and requirements and to show how he, as an individual, will fit into the work environment.

122.	HF 1101 B3 Vol 31 May 1950 Code: Adm	Boland, Kathleen, "Follow-up on Placement of Distributive Education Students", Balance Sheet, 31:388-389, May 1950. Author: Saginaw High School, Saginaw, Michigan. Follow-up studies are suggested as a means of supplying information about your program, but also success stories can improve your present class as well as solicit additional help from local businessmen. A simple follow-up letter is included.
123.	HF 1101 J69 Vol 26 Dec 1950 Code: Adm Val	Chapman, E.N., "Tailor-Made Cooperative Retail Training", Journal of Business Education, 26:150-152, December 1950. Author: Chaffey College, Ontario, California. Mr. Chapman states that it has become increasingly difficult for teachers to tailor a course to fit students' needs since schools have become increasingly crowded. However, retailing has been tailoring its curriculum. He feels the cooperative method has made it possible. He discusses recommended essentials for such a program.
124.	HF 1101 B86 Vol 4 Apr 1950 Code: Meth	Clark, L.M., "Selected Methods and Techniques for Teaching Cooperative Part-Time Students", Business Education Forum, 4:10-11, April 1950. Author: Indiana University. An outline of methods for teaching the related class to cooperative students. Some of the methods suggested are cases, demonstrations, speakers and various projects. A strong emphasis on variety is made.
125.	HF 1101 J69 Vol 25 Feb 1950 Code: Adm Ex	Iffrig, Mildred, "Distributive Education in New Brunswick, N.J.", Journal of Business Education, 25:19-20, April 1950. Author: Teacher Coordinator. The program of distributive education and coop was enthusiastically received in New Brunswick because of student club activities. Business help was solicited and various projects undertaken by students.
126.	HF 1101 B87 Vol 30 Mar 1950 Code: Meth	Loos, Marguerite, "The Distributive Education Clubs of America, Now Three Years Old", Business Education World, 30:342-344, March 1950. Author: Supervisor of D.E., Ohio. The author gives historical development, original founding of D.E.C.A., its structure and the needs it fulfills. The basic need is "to prepare students to meet responsibities, specifically those of earning a living, through understanding of and training for job requirements of retail, wholesale, and serice occupations."

127. HF
1101
B86
Vol 24
Apr 1950

Meyer, Warren G., "The Work Experience Laboratory in Distributive Occupations", Business Education Forum, 24:12-124, April 1950.

Author: University of Minnesota.

Code:
Adm
Ph
Meth

Purpose of the article is to aid coordinator in evaluating his program. Objectives of work experience lab: (1) acquire first-hand experience, (2) learn to solve problems on the job, (3) learn to perform operations and develop skills in them. Close correlation between business and school is needed to assure that objectives are met.

128. HF
1101
B87
Vol 31
Nov 1950

Morrow, John M., "The D.E. Coordinator Contributes Much to His School's Public Relations", Business Education World, 31:49-151, November 1950.

Author: State Supervisor, D.E., Montpelier, Vermont.

Code:
Adm

The coordinator is in the best position to explain D.E. to the community because of regular contacts outside the school. One of the first persons contacted should be executive of professional retailing association. The establishment of an advisory committee is most useful in promotion.

129. HF
1101
B87
Vol 31
Sept 1950

Richert, Henry G., "The Nation-Wide Progress of Distributive Education", Business Education World, 31:15-17, Sept 1950.

Author: Program Planning Specialist, U.S. Office of Education.

Code:
Adm
Ph

The importance of distributive education is evidenced by the importance of distribution in the economy. Federal funds, growth of philosophy, acceptance of D.E. throughout the nation are encouraging. The role of the National Federation of Sales Executives and the American Marketing Association is significant in helping promote a successful D.E. program. Better public relations and promotional work is a must.

130. HF
1101
J69
Vol 25
Jan 1950

Roth, E.A., "A Challenge to Cooperative Work Experience", Journal of Business Education, 25:11-12, 29, January 1950.

Author: University of Missouri, Columbia, Missouri.

Code:
Adm
Ph

The place of Federal support in cooperative education is given. Coop however is not the only worthwhile program. Increased research will aid development of full potential of the D.E. field. Emphasis is on planning, standards and objectives.

131. HF
1101
B87
Vol 30
May 1950

Code:
Adm
Cur

Saphir, Sarah and William M. Polishook, "A Digest of Contemporary Thought in Distributive Education", Business Education World, 30:458-461, May 1950.

Authors: Department of Business Education, Temple University, Philadelphia.

Covers many topics such as importance of distribution, opportunities in retailing, teacher qualifications, selection of students, types of training, subject matter, school credit, social activities, and evaluation.

132. HF
1101
B86
Vol 12
Apr 1950

Code:
Adm
Ph
Val

VanWagenen, Rulon C., "Changing Concepts of Junior College Distributive Education", Business Education Forum, 12:19-20, April 1950.

Author: California State Department of Education.

The author discusses the articulation problem between high school and Junior College for both schools must prepare students for job entry positions. Most of the efforts of Junior College ought to be directed to the middle management position and be concerned with training married women. Junior College has great responsibility in training more mature workers. Advantages of Junior College D.E. are given.

133. HF
1106
W34
1950

Code:
Adm
Ph
His

Walters, R.G. and C.A. Nolan, Principles and Problems of Business Education, South-Western Publishing Company, N.Y., pp 124-141, 283-297; 1950.

Authors: Grove City College and Syracuse University.

Reasons for D.E.'s introduction and late development are cited. Effects of the George-Deen and George-Barden Acts are told. The authors give an example of a program and possible curriculum course offerings. Coop is mentioned as a possible method with advantages, disadvanatages, planning of program, community survey, areas of work experiences, scheduling, placing, coordination, wages and reports given.

134. LC
1041
A5
Vol 25
Feb 1950

Code:
Adm
Ex
His
Val

Watkins, Alice E., "Twenty-nine Years of D.E.", American Vocational Association Journal, 25:8-9, February 1950.

Author: Coordinator, D.E., Theodore Ahrens Trade High School, Louisville, Kentucky.

A history of D.E. in Louisville is given and illustrated by some of the interesting activities and success encountered. Procedure of organizing the program, enrollment and follow-up results are briefly given.

135. HF
1101
B86
Vol 5
Apr 1951

Code:
Adm
Ph

Blackler, William R., "Editorial Statement", Business Education Forum, 5:9, April 1951.

Author: State Department of Education, California.

In the coop plan, the businessman acts as an associate instructor because school and business work together to educate the student. A close working relationship between the two is needed and the advisory committee with help cooperation.

136. HF
1101
B3
Vol 32
Nov 1951

Code:
Adm

Cobb, Howard, "Organizing the Distributive Education Advisory Committee", Balance Sheet, 32:111-112, 114: November 1951.

Author: Senior High School, Amarillo, Texas.

Membership on the advisory committee must be given to interested persons,but limited to from 5 to 7 members. The members should be recommended by the coordinator and appointed by the superintendent. Other suggestions are given.

137. HF
1101
S6
#75
May 1951

Code:
Adm

Hayden, Carlos K., Major Issues in Business Education, South-Western Publishing Company, N.Y. pp 49-55, 1951.

Author: University of Houston.

This monogram is a published thesis dealing with many questions of D.E.. Many answers to a questionnaire were directed to the cooperative experience.

138. HF
1101
B87
Vol 31
Jan 1951

Code:
Adm

Hecht, Joseph C., "How We Can Use Salesmanship to Recruit Superior High School D.E. Students", Business Education World, 31: January 1951.

Author: D.E. Teacher-Coordinator, Poughkeepsie, N.Y.

Some suggestions for selling the D.E. program in order to recruit better students are: (1) Explain the program to homerooms, (2) Show the counselors and have them work with students, (3) Sponsor a Coop Dance, (4) Talk to Service Club group, (5) Plan excursion, (6) Newspaper publicity, and (7) Sponsor assembly program.

139. HF
1101
B86
Vol 5
Apr 1951

Code:
Adm

Humphrey, C., "Types of Cooperative Training Programs", Business Education Forum, 5:24, April 1951.

Author: U.S. Office of Education.

The term "types of programs" as used in this article refers to the different schedule arrangements available to cooperative students in dividing their time between the classroom and job.

140. HF
1101
B86
Vol 5
Apr 1951

Code:
Adm

Jones, G.V., "Essentials of a Cooperative Educational Program for the Distributive Occupations", Business Education Forum, 5:11-12, April 1951.

Author: Coordinator of D.E. at William Penn High School, Delaware.

Listed are five essentials to a cooperative plan and a brief discussion of each. They are: (1) Community, (2) School, (3) Advisory Committee, (4) Sales laboratory classroom, and (5) Teacher-coordinator.

141. HF
1101
N25
Vol 20
Oct 1951

Code:
Adm
His

Lanham, F.W., "Development and Growth of Reimbursed Cooperative Distributive Occupations and Office Training Programs in Michigan", National Business Education Quarterly, 20:29-34, October 1951.

Author: University of Michigan.

Here the author traces the growth in great detail, of cooperative business education in Michigan from its beginning in 1937 to 1950. Viewed principally from activities performed by the Business Education Division of the Michigan Office of Vocational Education. Features of Federal legislation are reiterated.

142. HF
1101
B86
Apr 1951

Code:
Adm

Logan, O.K., "Evaluating Cooperative Training for the Distributive Occupations", Business Education Forum, 5:13-14, April 1951.

Author: State Supervisor of D.E., Olympia, Washington.

A short essay on testing the program to ascertain whether the cooperative method is fulfilling the needs of the students. The article imcorporates a checklist for evaluating the coop method.

143. HF
1101
B86
Vol 5
Apr 1951

Code:
Adm
Cur

Ralph, Jane R., "Store Relationships in a Cooperative Training Program", Business Education Forum, 5:12-12, April 1951.

Author: Teacher-Coordinator of D.E., Chicago Public Schools.

Deals with the formulation of good store-program relations and ways to get the most from the store experience. Listed are seven important areas: (1) Advisory committee, (2) Coordinator store visits, (3) Employer's rating, (4) Discussions with store executives, (5) Store awards, (6) Employer-employee graduation luncheon, (7) Alumni participation.

144.	HF 1101 B87 Vol 31 June 1951 Code: Adm	Morrow, John M., "Six Suggestions for Assuring Good Internal Public Relations for D.E. Coordinators", Business Education World, 31:498-499, June 1951. Author: State Supervisor of D.E., Montpelier, Vermont. Morrow's six points are: (1) Do an outstanding job with your first group, (2) Establish a two-year program, (3) Make the counselor an informed friend, (4) Keep administrators aware of your activities, (5) Make use of merchants and advisory committees, (6) Plan effective publicity.
145.	HF 1101 J69 Vol 26 May 1951 Code: Adm	Perpetua, Sister Marie, "Why Not More Work Experience?", Journal of Business Edcuation, 26:383-384, May 1951. Author: Nazareth Academy, Rochester, New York. This article is directed to cooperative office practice, however the treatment of the following areas is applicable to D.E. coop: (1) A respect for the problems of the employer, (2) An understanding of the problems of public relations, (3) In-school obstacles, and (4) Dangers to the students -- e.g. a student may miss much extra-curricular activity that would be beneficial to him.
146.	HF 1101 B87 Vol 31 Feb 1951 Code: Adm	Shapiro, Harold E., "How to Put the Right D.E. Student in the Right D.E. Job", Business Education World, 31:282-285, February 1951. Author: D.E. State Supervisor, Massachusetts. The essential feature of proper placement is in the anaysis of the job. Jobs must be classified, analyzed regarding activities and duties, and requirements demanded.
147.	HF 1101 B87 Vol 32 Dec 1951 Code: Gu	Swack, Harvey R., "Recruiting D.E. Students Via Guidance", Business Education World, 32:189-191, December 1951. Author: Mansfield High School, Mansfield, Ohio. The author surveyed D.E. students in Ohio to determine how they discovered the D.E. coop program. Many results are given, but the main point of the article is that early guidance directs students into the program. A strong guidance program is needed in the 9th, 10th, and 11th grades.
148.	HF 1101 B86 Vol 6 Apr 1952 Code: Adm	Blackler, William R., "Coordination in Distributive Occupational Training", Business Education Forum, 6:9, April 1952. Author: California State Department of Education. This editorial discusses coordination, its definition, how to be effective, specific aspects, and significance.

149. HF 1101 A65 Vol 9 1952

Code: Adm

Coghlan, Beth, "Cooperative Business Education Programs", American Business Education Yearbook, 9:312-214, 1952.

Author: Supervisor of D.E., Seattle Public Schools.

This chapter lists three types of cooperative business education programs: diversified occupations, office practice, and distributive education. Miss Coghlan's purpose here is to discuss the work of the coordinator and the immediately related duties and activities. Topics covered include advisory committee, qualifications of coordinator, establishing training stations, and many more.

150. HF 1101 A64 Vol 9 Oct 1952

Code: Adm Ph

Donaldson, LeRoy J. and others, "School and Community Relations in Distributive Education", American Business Education, 9:38-44, October 1952.

Author: Distributive Occupations Coordinator, Galesburg, Illinois.

A discussion of school and community relations through employee organizations, home visitation and service clubs. Many experiences are quoted and helpful suggestions given.

151. LC 1041 A5 Vol 27 May 1952

Code: Am

Kneeland, Dr. Natalie, "Virginia's D.E. Coordinators Evaluate Their Program", American Vocational Association Journal, 27:9, May 1952.

Author: Research Consultant, School of D.E., Richmond.

A survey taken of D.E. graduates, 372 merchants and 32 coordinators investigating many issues.

152. HF 1101 B87 Vol 33 Nov 1952

Code: Adm

Kneeland, Dr. Natalie and Louise Bernard, "Activity Analysis", Business Education World, 33:120-121, November 1952.

Authors: D.E. Training Consultant, Virginia State Supervisor of D.E..

This article describes a "way of systematizing the coordinator's job". An "activity analysis" shows that a D.E. coordinator's job falls into five categories: training and curriculum preparation, personal management, organization, promotion, and records and reports. Each coordinator must analyze his program to see that one activity is equal in stress to the others. Weekly and monthly calendars are suggested and advantages to careful planning stressed.

153. HF 1101 B87 Vol 32 June 1952

Code: Adm

Krawitz, Myron J., "Big Store, Little Store?", Business Education World, 32:486-487, 507; June 1952.

Author: Coordinator of D.E., Atlantic City, New Jersey.

The selection of a training station must meet certain criteria established to meet student need, not only convenience. The relative merits of a big store vs a small store participation is the basis of the article.

154. HF
1101
B86
Vol 6
Apr 1952

Loos, Marguerite, "Effective Coordination of Cooperative Education Programs", Business Education Forum, 6:14-15, April 1952.

Author: State Department of Education, Columbus, Ohio.

Code:
Adm

Any program in D.E. is only as good as the coordination. This author describes functions of coordinator as: student preparation for program, class instruction, evaluation and follow-up. Through effective coordination and carefully planned instruction, the real purpose of vocational education is realized.

155. HF
1101
B3
Vol 33
Feb 1952

Miller, Alwin V., "When the Businessman Says No", Balance Sheet, 33:259-262, February 1952.

Author: South Oregon College, Ashland, Oregon.

Code:
Adm
Ph

Various sales appeals that might work in the approach to negative businessmen are listed. Use of local Chamber of Commerce is effective.

156. HF
1101
J69
Vol 27
Apr 1952

Nichols, Frederick G., "Work Experience and Credit", Journal of Business Education, 27:324, April 1952.

Author: Harvard University.

Code:
Adm
Ph

The author gives three arguments commonly used for NOT granting credit to students who have completed work experience programs as: (1) Credit should be reserved for academic work, (2) The complexities of store experience defy objective grading, (3) Work experience and school experience are not always comparable.

157. L
11
S37
Vol 71
May 1952

Pellegrene, T.J., "An Experiment in Occupational Training", School Executive, 71:57-60, May 1952.

Author: Teacher-Coordinator, William Penn High School, New School, New Castle, Delaware.

Code:
Adm

This article tells how a high school revised its curriculum to include vocational training, specifically D.E.. Administrative procedures are given and the curriculum time-table included. One teacher coordinated all areas for smooth operation.

158.	HF 1101 B3 Vol 33 Mar 1952 Code: Meth	Pellegrene, T.J., "Why Not individualize Instruction in Distributive Education?", Balance Sheet, 33:303-304, March 1952. Author: Teacher-Coordinator, William Penn High School, New Castle, Delaware. The coordinator here is forced to individualize instruction since his related class has Office and Diversified Occupation Coop students besides his D.E. Coop students. Students are allowed to investigate topics they are interested in. Examples stated.
159.	HF 1101 B86 Vol 6 Jan 1952 Code: Adm Val	Pierson, Theodore K., "Oregon Offers Vocational Education for the Distributive Occupations", Business Education Forum, 6:32, 40; January 1952. Author: Coordinator, Part-Training Program, Salem, Oregon. A description of Oregon's vocational program including policies, evaluation, helps to students, and placement. Value of the program in aiding students and country is given.
160.	HF 1101 B87 Vol 32 Mar 1952 Code: Ph Val	Swack, Harvey R., "Why High School Students Take Distributive Education", Business Education World, 32:326-327, Mar 1952. Author: Mansfield High School, Mansfield, Ohio. A survey of all Ohio D.E. coop students to determine their motives for taking the course. The replies were different from those suggested by some critics -- wanting to get out of school. The main reasons were to survey different places of business and to get some work experience. The author suggests that each teacher survey his own class to determine motives of his class.
161.	HF 1101 A65 Vol 10 1953 Code: Adm	Beaumont, J.A., "Cooperative Education", American Business Education Yearbook, 10:379-404, 1953. Author: State Department of Public Instruction, Springfield, Illinois. A "How-to-do-it" program covering everything from student's schedules to techniques for specific instruction. Responsibilities of coordinator, differences between work experience and cooperative education (chart form), teacher helps for instruction. Coordinating activities such as time, reports, selection and placement, occupational information, counseling, training station criteria, agreements, and follow-up. Very complete article.

162. HF
1101
A65
Vol 10
1953

Cooper, Walter A., "Evaluating Effective Learning Through School-Business Cooperation", *American Business Education Yearbook*, 10:420-435, 1953.

Author: National Association of Manufacturers, New York.

Code:
Adm
Cur

Coop programs can be evaluated by answering the following questions: (1) Did the coop experience bring the student closer to everyday living? (2) Did the experience create interest in the commercial world? (3) Did the experience provide up-to-date information not available in a book? Nine more evaluation questions are asked.

163. HF
1101
N25
Vol 21
1953

Graham, Jessie and Claude Owen, "Report of U.B.E.A. Research Foundation Study on Work Experience in Business Education", *National Business Education Quarterly*, 21:56-71, Spring 1953.

Authors: Los Angeles City Schools.

Code:
Adm
Ph
Cur

The study conducted to uncover problems and to discover current practices in work experience. 128 replies received from questionnaire. Problems such as type and purpose of program, student participation, placement, supervision, teacher load, evaluation, pay, and many others are surveyed.

164. HF
1101
A65
Vol 10
1953

Horn, D.C., "Criteria for Individual Instruction", *American Business Education Yearbook*, 10:340-345, 1953.

Author: Roosevelt High School, St. Louis, Missouri.

Code:
Adm
Cur
Meth

Mr. Horn states that cooperative education allows for student differences by molding the curriculum to fit the individual. He shows how to get the most from the program. Excellent article with many examples.

165. HF
1101
A65
Vol 10
1953

Pellegrene, T.J., "Why Not Individualize Instruction in Distributive Education?", *American Business Education Yearbook*, 10:327-330, 1953.

Author: William Penn High School, Delaware.

Code:
Adm
Cur

A discussion of the curriculum at the high school in New Castle. The students on coop have two related classes. (1) The coordinator discusses matters of general interest to all students. (2) Students work on projects and materials related to their career or occupational objective. A curriculum schedule is suggested.

166. HF
1101
B87
Vol 33
Jan 1953

Code: Code:
His

Williams, Rae C., "Thirty-two Years in D.E.", Business Education World, 33:238, January 1953.

Author: Omaha, Nebraska.

A short historical resume noting the start on the program in 1920 and the development that occured in the ensuing years. Satisfaction with the program in Omaha, Nebraska is stated.

167. LC
1041
A5
Vol 29
Feb 1954

Code:
Adm
Ex
Ph

Andrews, Margaret, "How Much is Enough?", American Vocational Association Journal, 29:20-21, February 1954.

Author: Consultant in Business Education, Minneapolis.

The experience in Minneapolis suggests that a one semester work experience program is more advantageous than a longer period of time. The purposes and objectives of the program can be met within the shorter period of time effectively.

168. HF
1101
J69
Vol 29
May 1954

Code:
Adm
Ex
Ph
Val

Andrews, Margaret, "Cooperative Work Students", Journal of Business Education, 29:329-330, May 1954.

Author: Minneapolis Public Schools.

A report on a follow-up study of Minneapolis coop graduates revealed that: (1) graduates were earning good salaries, (2) they were satisfied with their work and not contemplating additional training, (3) most felt experience in coop was helpful and (4) students do stay on job where placed as coop students -- those who leave do so for better salaries. Many other results given.

169. HF
1101
A64
Vol 11
Dec 1954

Code:
Adm
Ex
Val
Gu

Bloomfield, Daniel, "Opportunities in Distributive Education", American Business Education, 11:71-74, December 1954.

Author: Retail Trades Board, Boston, Massachusetts.

The author discusses the demand for adequately trained personnel and greater job opportunities available. He shows that school-business cooperation is a must, advisory committees are essential, a comprehensive public relations campaign is necessary, and a better guidance service must be offered. D.E. coop must be sold in order that the program might expand.

170. HF
1101
A64
Vol 10
May 1954

Code:
Meth

Elam, Margaret and others, "In Distributive Education", American Business Education, 10:253-256, May 1954.

Author: Supervisor of D.E., St. Louis, Missouri.

Effective teaching for D.E. slow-learning students includes: sales demonstrations and their value, opportunities and suggestions in selling, providing concrete experiences and enriched instruction.

2 OF 2

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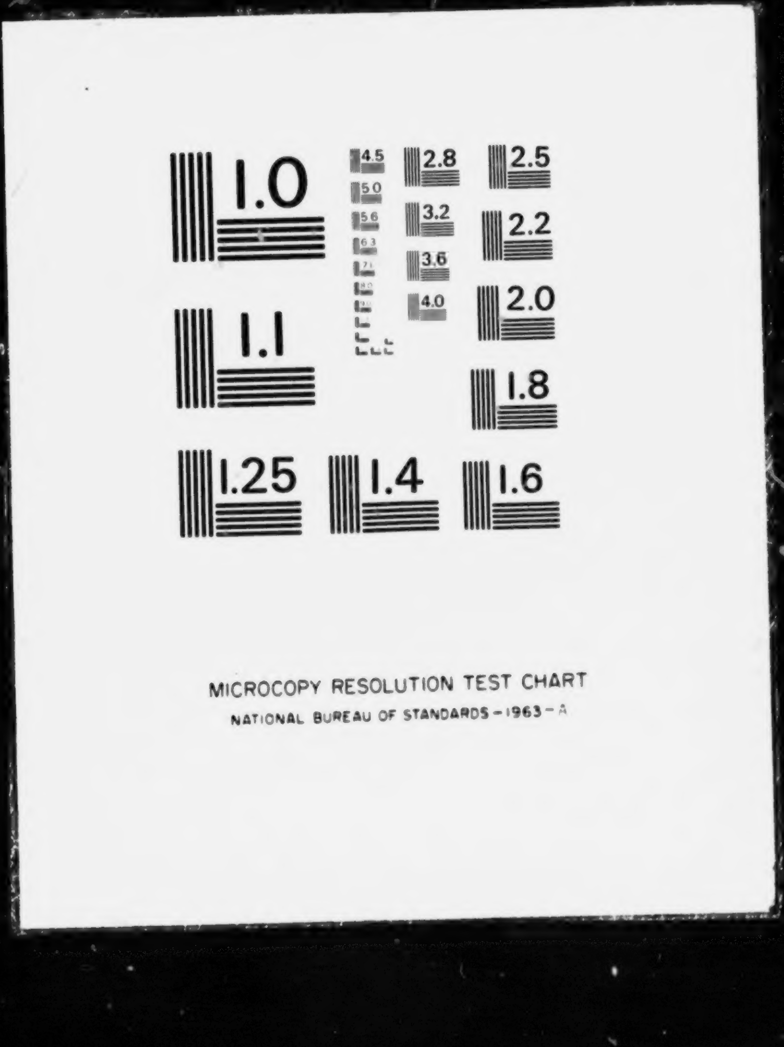
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

171. HF
1101
A64
Vol 10
Mar 1954

Humphrey, Katherine, "Problems of Teachers of Distributive Education Subjects", American Business Education, 10:152-153, March 1954.

Author: Iowa State Teachers College, Cedar Falls, Iowa.

Code:
Adm
Ph
Val
Gu
Meth

An outline of techniques most effective in recruitment of students. Develop good public relations, encouragement, present program in assembly, have special D.E. Community Day, and many others. Questions of effective counseling, training materials, stimulated reading and employers responsibilities are all discussed.

172. HF
1101
A64
Vol 11
Dec 1954

Kindall, A.F., "Training Activities at Filene's", American Business Education, 11:83-84, December 1954.

Author: William Filene's Sons Company, Boston.

Code:
Ex
His

Only a part of this article deals with coop, but an interesting reference is made to the part this company had in pioneering the cooperative education movement. A list of schools which the company works with is given. Other forms of support such as career days, store tours, etc. are mentioned.

173. HF
1101
B87
Vol 34
Feb 1954

Krawitz, Myron J., "Getting Support", Business Education World, 34:32-33, February 1954.

Author: D.E. Coordinator, Atlantic City, New Jersey.

Code:
Adm
Ex
Ph
Val
Gu

Atlantic City is a difficult place to operate D.E. because it is a resort area -- retailers reduce staff as school opens. School officials, local merchants and the Chamber of Commerce all met to draw up a program. As a result, interest increased, guidance counseling became more effective, and the philosophical base rallied support.

174. HF
1101
B87
Vol 34
June 1954

Miller, Thomas E. and others, "Fundamental Problems in Distributive Education", Business Education World, 34:19-20, June 1954.

Author: D.E. Supervisor, Pittsburgh, Pennsylvania.

Code:
Adm

Twenty-three common problems in D.E. are listed with their possible solutions. Very informative for starting a new program or improving an older one.

175. HF
1101
A64
Vol 11
Dec 1954

Code:
Adm
Ex
His
Val

Moran, Helen M., "The Boston Plan", American Business Education, 11:81-83, December 1954.

Author: Coordinating Teacher, East Boston High School.

The need for an adequate retail teaching center is presented. The advantages of Boston program and a brief history of coop development are given. Adminstrative mechanics of the program listed are: money earned, hours worked, positions, evaluation and diploma, credits. Some of the wide range of occupations are given.

176. HF
1101
B87
Vol 36
Sept 1955

Code:
Ph
Val

Brendel, LeRoy A., "Work Experience, At What Price?", Business Education World, 36:16-17, 31; September 1955.

Author: Beverly High School, Massachusetts.

Here the author cites twenty-one arguments against work experience in high school on the basis that it does not accomplish the desired ends and wastes time. He then renumerates eleven ways of giving adequate work experience and keep students in the classroom.

177. HF
1101
B87
Vol 36
Oct 1955

Code:
Adm
Ex
His
Cur

Burlingame, Billings, "Improving D.E. Instruction Through State Supervision", Business Education World, 36:19-21, 40; October 1955.

Author: New York State Department of Education.

The author outlines history of D.E. in New York State and shows the State Supervisor's responsibility for supervision of old and promotion of new programs, teacher training, and curriculum. He gives steps in setting up new programs and planning course outlines and syllabi.

178. L
13
N27
Vol 39
Apr 1955

Code:
Adm
Val

Dunsmore, Kelley, "Work Experiences", National Association of Secondary School Principals, 39:189, April 1955.

Author: Principal, North Muskegon High School, North Muskegon, Michigan.

To fulfill the purpose of the high School -- meet the needs of youth and society -- a work experience is essential. The author explains the difference between work experience and cooperative education.

179. HF
1101
B3
Vol 37
Nov 1955

Code:
Adm
Ph
Val

Hampton, Robert E., "The Work Experience Training Program -- Its Need, Its Promotion, and Its Establishment", Balance Sheet, 37:102-108, November 1955.

Author: Santa Rosa Junior College.

A long detailed article best summarized by listing the headings: the objective of work experience program; the need for it on the part of students, employers and school; the needs of the community; the establishment of a program; survey guide; promotion; and advisory committee.

180. LC
1041
A5
Vol 30
Apr 1955

Code:
Adm

Hood, Arthur A. and others, "The Facts About Distributive Education", American Vocational Association Journal, 30:13-14, April 1955.

Author: Vice President, Vance Publishing Co., Chicago.

The importance of Federal Funds (D.E.'s life saver), the objectives of D.E. and how to implement these objectives are stated by the author.

181. HF
1101
B86
Vol 9
Apr 1955

Code:
Adm

Mason, Ralph E., "What Makes a Successful Coordinator?", Business Education Forum, 9:16-17, April 1955.

Author: Springfield Public Schools, Springfield, Illinois.

Qualifications for a good teacher are listed. A coordinator needs teacher qualities plus those of successful businessman. Teacher training must include cooperative business experience to give him same type of learning that he will be teaching. Genuine desire is needed to help young people choose careers in business.

182. HF
1101
A64
Vol 11
Mar 1955

Code:
Adm
Ph
Val

Shultz, K.A., "Cooperative Business Education", American Business Education, 11:165-168, March 1955.

Author: Director of Business Education, York, Pennsylvania.

A discussion of what cooperative education is and why it is needed. The question of student maturity for the coop experience is handled. 15 values of the program are listed. Advice to beginning schools include: survey the community, meet school administration, select advisory committee, call coordination and thinking meeting, select students, inspect classes and training stations.

183. HF
1101
B86
Vol 11
Oct 1956

Code:
Adm
Ex
His
Gu
Meth

Andrews, Margaret, "Are We Capitalizing on the Guidance Values in Christmas Extra Classes?", Business Education Forum, 11:27, 32; October 1956.

Author: Consultant in Business Education, Minneapolis Public Schools.

A special training program was started in October for students in retail sales. Placement for Christmas sales period was not high the first year, but since, very favorable results have been attained. Appraisal responses of the students and instructors are given. Also included, a brief history of the program.

184. LC
1041
A5
Vol 31
Dec 1956

Brown, Carl T., "50 Years of Progress in Distributive Education", American Vocational Association Journal, 31:57-59, December 1956.

Author: State Supervisor of D.E., North Carolina.

Code:
Ph
His

Early history of D.E. is told starting with Lucinda Prince in 1905 and proceeding up through the Federal Government Acts. Teacher training, adult program, influence on sales training and trade associations, growth of professional associations and D.E.C.A. are traced through the most important developmental stages.

185. HF
1101
B86
Vol 10
Apr 1956

Chrismer, John M., "Cooperative Part-Time Programs in the Smaller Community", Business Education Forum, 10:14-16, April 1956.

Author: Nebraska State Department of Public Instruction.

Code:
Adm
Cur

Nebraska has many smaller communities which cannot support a complete distributive education program. A part-time combination of D.E. and trade and industrial training was found to meet the needs. The author gives description of various plans and the problems of combined programs are outlined.

186. HF
1101
B86
Vol 11
Nov 1956

Rosenwinkel, Howard and Arne Kowalzek, "Distributive Education and Consumer Education Classes Join Hands", Business Education Forum, 11:29-30, November 1956.

Authors: Little Falls High School, Little Falls, Minnesota.

Code:
Cur
Meth

A proposal to combine the D.E. class and a consumer economics class to allow each to see the view of the other. D.E. class presented a sales demonstration with consideration given to consumer information. Consumer class presented the consumer position.

187. HF
1101
B86
Vol 11
Dec 1956

Severson, L.C., "How Teacher-Coordinators Rate Their Problems", Business Education Forum, 11:26, 28; Dec 1956.

Author: San Diego City Schools, San Diego, California.

Code:
Adm

A survey questionnaire sent to 61 teacher-coordinators of D.E. showed common problems were: maintenance of student interest in related classwork, student loss of interest in job, practical application of subject matter, lesson planning, finding and using aids and equipment, lack of supplementary materials, and evaluation.

188. HF
1101
B86
Vol 10
Apr 1956

Thomson, Lawrence T., "No Magic Formula for Cooperation", *Business Education Forum*, 10:9-11, April 1956.

Author: Michigan State Department of Public Instruction.

Code:
Adm
Ex
His

Reports successes in Michigan with statistics listed. Outlines history of development of D.E. in the state. Teacher in-service training improved cooperation. Advisory committees at state and local levels fostered better understanding.

189. LB
1029
C6
T9
1956

Tyler, Henry T., *Report of the Study of Work Experience Programs in California High Schools and Junior Colleges*, Bulletin of the California State Department of Education, Vol 25, #3, Sacramento, 1956.

Author: Supervisor Vocational Education, California State Department of Education.

Code:
Adm
Ex
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Val
Cur

A study of the practices and programs in operation in California. It includes problems, establishment and maintenance of the program, legal implications, recommendations. Also included are forms, definitions and recommended legislation.

190. LC
1041
A4
Vol 32
Apr 1957

Beckley, Donald K., "Where Can D.E. Find More Students?", *American Vocational Association Journal*, 32:28, April 1957.

Author: Director, Prince School of Retailing, Simmons College, Boston.

Code:
Adm

Recruitment of students needs to take a broader view. For example; (1) Search out more jobs requiring skills, (2) Stress retailing in general business courses, (3) Encourage more students to take basic retailing courses, (4) Include store executives on Career Day program.

191. HF
1101
J69
Vol 33
1957

Gradoni, John, "Conflicting Principles and Practices in Distributive Education", *Journal of Business Education*, 33: October 1957-January 1958, 25-26, 76-78, 110-112, 167-169.

Author: General Motors Institute, Flint, Michigan.

Code:
Adm
Ph
Val
Cur

A summary of thesis findings with emphasis on staff qualifications, coordination activities, curriculum content, in relation to phases of a high school cooperative retail training program. Some problem areas defined are: statement of aims and objectives, continuity of work experience, related class, training station requirements, and many more.

192. HF
1101
B86
Vol 11
Feb 1957

Hager, Oswald M., "Distribution in Everybody's Business", Business Education Forum, 11:29-30, February 1957.

Author: University of North Dakota.

Distribution is not everyone's business, but it is the heart of our economy and demands increasing specialization to meet its needs. Schools can meet full potential of workers if proper objectives are defined, proper guidance offered, cooperative efforts in training at all levels, and research studies done.

Code:
Adm
Gu

193. HF
1101
B86
Vol 11
Apr 1957

Haines, Peter G., "When Learning Changes Behavior", Business Education Forum, 11:6, April 1957.

Author: Michigan State University.

Because each trainee is different and his job-needs vary, a one-technique of teaching is not adequate. Individual instruction, however, is sadly neglected in D.E. programs across the country. Distributive training must meet and reflect diversities found in the field.

Code:
Cur
Meth

194. HF
1101
B86
Vol 11
May 1957

Haines, Peter G., "A Half-Century of Education for Distribution", Business Education Forum, 11:24-26, May 1957.

Author: Michigan State University.

A definition of D.E. is given which is more encompassing than the commonly held narrow view of retailing sales courses. This broad view promotes three types of classes: coop, adult, and pre-employment. A brief historical account of the development of D.E. is included. Present statistics of enrollment and club activities are given.

Code:
Adm
His

195. HF
1101
B86
Vol 11
Jan 1957

Hartzler, F.E., "A Checklist for Retail Store Selling", Business Education Forum, 11:31-32, January 1957.

Author: Kansas State Teachers College, Emporia, Kansas.

The checklist is offered to better sales training in the related class. A survey was made and a number of sales points identified for successful selling.

Code:
Cur
Meth

196. HF
1101
B3
Vol 39
Sept 1957

Hedish, Norma, "Illinois Students Interpret the Cooperative Training Program", Balance Sheet, 39:16-17, 21; Sept 1956.

Author: University of Illinois, Chicago, Illinois.

A study is made to determine effectiveness of classroom related instruction, correlated with on-job training. The survey increased sales training in the classroom. Other administrative results are reported.

Code:
Adm

197. L
111
A6
#5
1957

Code:
Adm
His

Hunt, DeWitt, Work Experience Programs in American Secondary Schools, U.S. Department of Health, Education, and Welfare, 1957.

This book covers historical concept of work experiences, types of work experiences, essential considerations to implementation, staffing and financing, operational procedures, and an appendix listing reference books and periodicals from 1944 to 1954. Difference between general work experience and vocational work experience is stressed.

198. HF
1101
B86
Vol 11
Apr 1957

Code:
Adm

Meyer, Warren G. and Margaret Andrews, "Given: Two Feet of Space, Result: A Distributive Classroom", Business Education Forum, 11:12-13, April 1957.

Authors: University of Minnesota. Board of Education, Minneapolis, Minnesota.

Very effective suggestions and illustrations given to solve problems of security and space in handling merchandise and special equipment in D.E.. Cost of plan is less than $2000.00 and requires minimum of permanent features or distortions to the school plant.

199. HF
1101
B86
Vol 11
Mar 1957

Code:
Cur

Rowe, C.D., "Individual Instruction for Distributive Education", Business Education Forum, 11:31, March 1957.

Author: Algona Community School, Algona, Iowa.

Shows need for individual instruction in the related class. Most teachers find individual instruction difficult because of varied plans and materials for so many areas. Mr. Rowe points out that there are study guides and merchandise manuals which ease the teacher's problems. He discusses one specific manual put out by the University of Texas.

200. HF
1101
B86
Vol 11
Apr 1957

Code:
Cur
Meth

Stoner, J.K., "The Right Time, Place, and Price", Business Education Forum, 11:9-11, 13, April 1957.

Author: State Teachers College, Indiana, Pennsylvania.

"Telling is not teaching and listening not learning." The author used this motto in illustrating the marketing problem of getting the goods in the right place at the right time and at the right price. He presents a number of projects and activities that give the unit a dynamic dimension for the related class.

201. HF
1101
B3
Vol 39
Apr 1958

Baldwin, Leland, P., "Work Experience Education", Balance Sheet, 39:352-353, April 1958.

Author: Regional Supervisor, State Department of Education, Sacramento, California.

Code:
Ph
Val

Justification for work experience programs is offered. Reasons given: (1) help bridge gap between school and work, (2) understand and meet employment standards, (3) helps teach general education, (4) vocational guidance aspect, (5) facilitates movement from youth environment to adult culture, (6) meets psychological need for independence, (7) personality growth, and (8) helps students in other courses.

202. HF
1101
B86
Vol 12
Apr 1958

Beaumont, John S., "Changing Concepts of the Scope and Function of Distributive Education", Business Education Forum, 12:9-11, April 1958.

Author: U.S. Office of Education.

Code:
Adm
Ph

The objectives of a D.E. program are: (1) to develop workers who can give intelligent and helpful service, (2) to develop greater job satisfaction, (3) to reduce business losses due to inefficient employees. Distributive education is broadening to include restaurant industry, petroleum industry, agriculture business, insurance and risk-bearing business, real estate, industrial sales.

203. HF
1101
B86
Vol 12
Mar 1958

Coghlan, Beth, "How to Work More Effectively with the Business Community", Business Education Forum, 12:33, Mar 1958.

Author: Seattle City Schools, Seattle, Washington.

Code:
Adm

A relationship with the business community works best if it is separate from the instructional process. Advisory committees help establish a good relationship. Advisory committee members must be chosen carefully. Suggestions for committee functioning are stressed and benefits from such a committee are given.

204. HF
1101
B86
Vol 13
Dec 1958

Crum, Dwight R., "Coordinator's Notebook", Business Education Forum, 13:27-28, December 1958.

Author: California State Department of Education.

Code:
Adm

An "executive notebook" is proposed to help coordinators be more effecient by providing a ready reference. Sections in the book might include: (1) school policies, (2) labor regulations, (3) employer responsibilities, (4) student selection, (5) evaluation criteria, (6) school forms, (7) helpful charts, (8) training records, (9) appointment calendars, and (10) handouts.

205. HF
1101
A64
Vol 15
Oct 1958

Code:
Adm

Elam, Margaret, "The Future of Work-Study Programs", American Business Education, 15:42-44, October 1958.

Author: Supervisor of D.E., St. Louis, Missouri.

A brief discussion of the future of work-study programs. The importance of the economic outlook and how it would effect work experience programs is given. Factors of a quality program include meaningful classroom instruction, qualified teachers, good work stations, positive school administrators.

206. HF
1101
B86
Vol 13
Nov 1958

Code:
Adm

Hutchinson, Richard R., "Problems of a Beginning Coordinator", Business Education Forum, 13:27-28, November 1958.

Author: Watsonville Joint Union High School, Watsonville, California.

Problems of a beginning coordinator are listed as: (1) attaining others' cooperation, (2) selecting related instructional material, (3) selecting trainees, (4) selecting training positions, and (5) placing the trainee and post-placement. Suggestions are given for each mentioned area.

207. HF
1101
B86
Vol 12
Apr 1958

Code:
Ph

Meyer, Warren G., "Changing Concepts of Distributive Education 1958", Business Education Forum, 12:6, April 1958.

Author: University of Minnesota.

Distributive education is maturing as is evident from the amount of agreement of thinking. D.E. enjoys an advantageous positions as liaison between business and education, but it is difficult for teachers to maintain a sense of equilibrium between the two. Continuous review of objectives and activities will facilitate this balance.

208. HF
1101
B87
Vol 38
Jan 1958

Code:
Adm
Cur
Meth

Miller, Thomas.E., "A Short Guide to Distributive Education", Business Education World, 38:20, January 1958.

Author: D.E. Supervisor, Pittsburgh, Pennsylvania.

Student placement is the key to a successful coop program for misplacement often results in failure. A teacher must check each job to see that it is a distributive job, it requires a minimum of fifteen hours, and it is within reasonable distance from school. At least one conference per month with the employer is vital and visiting of student posts several times is important. Suggestions for classroom helps are stressed. A letter addressed to beginning students is printed in full.

209. HF
1101
B3
Vol 40
Sept 1958

Code:
Adm
Ex
Val

Moschel, Ralph C. and Roman, John C., "Cincinnati Uses the Business Approach to Sell Business Cooperative Program", Balance Sheet, 40:4-8, September 1958.

Authors: Central High School, Cincinnati.
Supervisor of Business Education, Cincinnati.

A brief report is given regarding the development and status of coop in Cincinnati. The basis of evaluation and a copy of a memorandum as given to the employer are shown in full.

210. LC
1041
A5
Vol 33
Nov 1958

Code:
Adm
Ex

Perreault, John, "In Virginia -- Career Candidates Get Jet Assist from D.E.", American Vocational Association Journal, 33:12-13, November 1958.

Author: Supervisor Adult Education, Richmond Public Schools, Richmond, Virginia.

A follow-up study of D.E. graduates in Virginia. The survey showed (1) over half stay in distributive occupations, (2) about 18% were married women, (3) 4% were taking advanced training in college.

211. LC
1041
A5
Vol 34
May 1959

Code:
Adm
Ph

---, "Distributive Education in South Carolina", American Vocational Association Journal, 34:14, May 1959.

Even though South Carolina does not have large cities, D.E. coop has been very successful. More than half of the programs are in cities of 10,000 or less.

212. HF
1101
B3
Vol 40
Feb 1959

Code:
Ph

Beaumont, John, "The Future for Distributive Education", Balance Sheet, 40:261-262, February 1959.

Author: U.S. Office of Education.

The following developments are cited: (1) Interest in careers in distributive occupations is increasing as evidenced by enrollment and D.E.C.A. success, (2) Teacher training is on the increase, (3) New developments are taking the program to rural areas, (4) Research and experimentation are increasing, (5) The rapid development of post-secondary high schools, (6) The inclusion of services and other distribution fields in the instruction.

213. HF
1101
A64
Vol 16
Dec 1959

Code:
Adm
Ph
Val

Beaumont, John, "The Distributive Education Program Today", American Business Education, 16:70-74, 83, 128; Dec 1959.

Author: U.S. Office of Education.

A discussion of D.E., its scope, meaning, purpose, types of activities, and basic concepts. Different levels of coop programs and program content are outlined.

214. HF
1101
A64
Vol 15
Mar 1959

Code:
Adm

Blanford, James T., "Problems of Teachers of Distributive Education", American Business Education, 15:144, March 1959.

Author: Iowa State Teachers College, Cedar Falls, Iowa.

A discussion of related instruction planned by teacher and employer, with student evaluation of his work and textbook material. "What to do with fired students" and the obligation to students when work load is heavy are also discussed.

215. L
11
H5
Vol 42
Mar 1959

Code:
Adm
Ph
Cur

Donaldson, L.J., "Distributive Education Faces New Challenges", High School Journal, 42:218-224, March 1959.

Author: Western Illinois University.

A PhD study with conclusions as follows: There are more students going to college, including many D.E. students, therefore the coop part-time D.E. program can no longer be conducted for preparing workers for beginning positions only. The educational experience provided D.E. students by the high school must be aimed at a solid foundation for growth.

216. HF
1101
B86
Vol 13
Feb 1959

Code:
Adm

Logan, William B., "Coordineering", Business Education Forum, 13:25-26, February 1959.

Author: Ohio State University, Columbus, Ohio.

The coordinator, being the key person in the coop program, must act as an engineer, planning activities in advance. A ten-point coordinator ratingscale is given: (1) Coordinator must be qualified, (2) His understanding of student and business needs determines leadership, (3) His related class must be interesting and challenging, (4) Students must meet certain minimum quality, and six others.

217. HF
1101
B3
Vol 40
Jan 1959

Code:
Ex
His
Meth

Moran, Helen M., "Distributive Education in the Boston Public Schools", Balance Sheet, 40:211, 213, January 1959.

Author: Director of D.E., Boston.

Traces the history of D.E. in Boston and relates a cooperative Christmas venture in local stores.

218. LC
1041
A4
Vol 34
Sept 1959

Code:
His

Naddy, Eleanor, "Distributive Education Moves Forward Fast", American Vocational Association Journal, 34:26, 44; September 1959.

Author: President of D.E. Section, W.V.A..

The history of D.E. development in the State of Washington is given. The program began in 1939 and has continued strengthening itself as time progresses.

219. HF
1101
J69
Vol 34
May 1959

Code:
Adm
Ex
Val
Cur

Peart, Gilbert, "Survey of High School Graduates", Journal of Business Education, 34:338, May 1959.

Author: Fresno City College, Fresno, California.

The results from a follow-up study of 95 graduates of Fresno D.E. coop program. Out of 70 returned, the survey showed 26 were still working in distributive occupations, 19 were in college, 10 were in trade and industry jobs, 10 were at home, and 5 were in the armed services. Salaries, values from coop training, reasons for changing occupations, extent of use training received, topics most helpful, topics that should be added to curriculum, and an assessment of the club activities are all reported. A list of recommendations is given.

220. HF
1101
B86
Vol 14
Nov 1959

Code:
Adm
Val

Roman, John C., "The Ingredients of a Successful Distributive Education Program", Business Education Forum, 14:30, November 1959.

Author: City Schools, Cincinnati, Ohio.

Central High School's D.E. plan in Cincinnati really clicks with enrollment. An attractive brochure enriches what is said by advisor and counselors. A cooperative work-school calendar is prepared ahead and distributed with names of employers. Advisory committees take part of credit for a successful program.

221. L
11
S37
Vol 59
Oct 1959

Code:
Adm
Ex
Ph
His
Cur

Young, G.P., "As Off to Work They Go", School Executive, 59:11-14, October 1959.

Author: School Superintendent, Alamosa, Colorado.

The coop program at Alamasa, Colorado was established in 1935 to help the student choose a vocational goal. Mechanics of the plan are given and duties of the coordinator are specified. Pictures of some of the students at work are found in the article.

222. HF
1101
B86
Vol 14
May 1960

Code:
Ph

Beaumont, John A., "Supply and Demand for Workers in Distributive Occupations", Business Education Forum, 14:23, 27; May 1960.

Author: U.S. Office of Education.

Distributive workers are divided into two categories: occupational distribution, and industrial distribution. Specific job titles are given. The author shows the future great demand for workers in the field.

223. HF
1101
B86
Vol 14
May 1960

Code:
Meth

Bennett, William S., "Making Your Distributive Education Teaching Click", Business Education Forum, 14:29, May 1960.

Author: Artesia High School, Artesia, New Mexico.

The author suggests that promotion of D.E. through a picture story will really add depth and excitement to your message. Suggested areas are "What is D.E.?" and "Success Stories". If you plan a picture series, read this article!

224. HF
1101
B86
Vol 15
Oct 1960

Code:
Meth

Deitz,James, "Salesmanship -- With Emphasis on Expression", Business Education Forum, 15:32-33, October 1960.

Author: Los Angeles State College.

A sales class should be provided with practical instruction and ample practice in self-expression. Oral sales presentations should be given. Following are some methods of getting students up in front of the class: (1) Tongue twisters, (2) Commercials, (3) Me-talk -- about ones's self, (4) Magazine reports, (5) Sales presentation, (6) How to, (7) Sales presentation repeated, (8) Speech introductions, (9) Grab-bag, (10) Impromptu talks, (11) Sales presentation again, (12) Campaign speech, (13) Topic of controversy, (14) New invention sales speech, (15) Topic of choice.

225. HF
1101
B86
Vol 14
Apr 1960

Code:
Cur
Meth

Donaldson, LeRoy J., "Classroom Instruction and the Discipline of Distribution", Business Education Forum, 14:7-9, Apr 1960.

Author: Western Illinois University, Macomb, Illinois.

The author is concerned with the questions of what to teach and how to teach it. The answers to both are given. Twenty-five class activities are listed.

226. LC
1041
A5
Vol 35
Dec 1960

Code:
Adm

Hudson, Maude A., "A New Approach to Coordination", American Vocational Associational Journal, 35:20-23, December 1960.

Author: Supervisor of D.E. Service, Norfolk, Virginia.

The author promotes the concept of a student sponsor appointed by management (one to each student) and well oriented. The sponsor is an older experienced worker, an essential liaison between work and school with regard to D. E. coop goals and problems.

227. HF
1101
B86
Vol 14
Apr 1960

Code:
Ph

Meyer, Warren G., "The Discipline of Distribution", Business Education Forum, 14:4, 17; April 1960.

Author: University of Minnesota.

The field of D.E. is a discipline, not a methodology. D.E. is vocational education for the distributive occupations. There is an interdependence between coop and D.E. for neither is concerned with content only. The discipline, the plan of operation, and the teaching methods go together and one must not over-shadow the others.

228. HF 1101 J69 Vol 35 Apr 1960

Reich, Edward, "Distribution -- America's Greatest Economic Problem", Journal of Business Education, 35:292-294, April 1960.

Author: Central Commercial High School, New York.

Code:
Adm
Ph
Cur
Meth

The importance of distribution to the economy and consumer is stressed. Capable students are needed to meet the demands of this dynamic field. Suggestions for curricula are given stressing development of imaginative thinking. Constant evaluation of the program is urged and fewer schools with better qualified teachers and equipment is seen as a necessary direction for future.

229. HF 1101 B86 Vol 14 Apr 1960

Samson, Harland E., "Coordination Practices and the Discipline of Distribution", Business Education Forum, 14:9-11, April 1960.

Author: Iowa State Teachers College.

Code:
Adm
Cur
Meth

The author attacks the coordination problems of D.E. coop by defining coordination and listing the major duties. These include: community and school survey, advisory group work, interviews with prospective sponsors and employers, in-school coordination, parent conferences, training programs, teaching material development, visiting training stations, periodic evaluation, and determining adult training needs. Some of the more common tools of the coordinator are records, weekly reports, written plans, work ratings, training profiles, assignment sheets, curriculum reviews with advisory groups, end of year conferences, field trips, and others.

230. HF 1101 B86 Vol 15 Dec 1960

Shotwell, H.D., "Effective Field Trips in Distributive Education", Business Education Forum, 15:39, 41; December 1960.

Author: Kansas State Board for Vocational Education.

Code:
Meth

Field trips are sometimes viewed as a nuisance or a holiday by teachers and students alike. However, a field trip can refresh both teacher and class. Three reasons for field trips are given: (1) to stimulate interest, (2) to clinch material already taught, and (3) to be of service to the business community. Ideas for planning and follow-up are given.

231. L 11 V6 Vol 53 May 1960

VanCleef, Robert F , "Work Training", Virginia Journal of Education, 53:26-29, May 1960.

Author: Coordinator of D.E., John Marshall High School, Richmond, Virginia.

Code:
Adm
Ex
His
Val
Gu

Historical development and growth of the program described. The coop experience is explained and its advantages given. The author describes the D.E., Diversified Occupations, and Vocational Office Training Coop programs at his school. Guidance and coordination are stressed. Pictures included.

232.	HF 1101 B86 Vol 15 Nov 1960 Code: Meth	Chambers, George A., "Starting a Business -- A Project in Distributive Education", Business Education Forum, 15:34, November 1960. Author: Washington Community Schools, Iowa. A project is suggested as a summary or conclusion so that students will be able to put into practice some of the principles they have been taught. The scope of the project is unlimited in that it deals with starting a business. A good breakdown of the project and areas of responsibilities are given.
233.	L 11 S314 Vol 47 Apr 1961 Code: Meth	Henderson, Beecher, "Cooperative Occupational Education Clubs", School and Community, 47:17, April 1961. The purpose and description of club activities are given. The club is limited to members who are in the coop program.
234.	HF 1101 B87 Vol 42 Sept 1961 Code: Adm Ex His Val Gu Cur	Keith, Ray, "What a Complete Work Experience Program Involves", Business Education World, 42:18-22, September 1961. This program, in operation at Whittier, California, includes both work experience and coop. A brief history of the program and personnel are given. A six phase program is used: (1) exploratory work experience, (2) released time, (3) pre-Christmas merchandising, (4) business visitation days, (5) "Your Schools in Action" -- full day of work experience, and (6) distributive education. Details of program are given with pictures.
235.	HF 1101 J69 Vol 36 Feb 1961 Code: Adm Val	Rath, Particia M., "The Parent in the Cooperative Program", Journal of Business Education, 36:208-210, February 1961. Author: State Board of Vocational Education, Springfield, Illinois. One of the main distinctions between work experience and cooperative programs in the parent conference. Mechanics of parent conferences are given including where and when to hold them and how to evaluate them.
236.	L 11 E265 Vol 27 Dec 1961 Code: His Val	Tyler, Ralph E. and Annice L. Mills, "What is Cooperative Education?", Education Digest, 27:38-39, December 1961. Although this article is addressed to the higher education level, it is applicable here because it has a brief history of cooperative development and stresses the value of the "lap-weld" between classroom theory and practical experience.

237.	HF 1101 B86 Vol 15 Feb 1961	Wilson, Donald C., "The First Few Weeks of School for Distributive Education Students", Business Education Forum, 15:25, 27; February 1961. Author: Senior High School, Marshalltown, Iowa.
	Code: Adm Val Cur	Careful "first few days" planning in D.E. coop is necessary. Since the students are on the job, they need to get off to a good start, have proper attitudes, work hard and be willing. This calls for a careful orientation of the student on the part of the teacher. Student development and other advantages are given.
238.	HF 1101 B86 Vol 16 Apr 1962	Abrahamson, Jack, "Career Development in the Distributive Education Classroom", Business Education Forum, 16:12-13, April 1962. Author: Bridgeton High School, Bridgeton, New Jersey.
	Code: Adm Ph Val Gu	To make career development the objective of the coop D.E. program, close relationship between related classes and the work station must exist. Career development can only be valid if careful scrutiny is made of the training station. The related class must build a realistic image of work, a proper occupational perspective, and self appraisal. Work experience provides aspects of the job while the teacher promotes basic skills and knowledge needed.
239.	HF 1101 B86 Vol 16 Apr 1962	Benson, Loren L. and Harold Toupin, "Counseling for Career Development through Distributive Education", Business Education Forum, 16:10-12, April 1962. Authors: Hopkins Public Schools, Hopkins, Minnesota.
	Code: Adm Ph Gu	Much of this article deals with the role of the vocational counselor, but relates to coop by stressing the fact that the program must not be a dumping ground but one of the helping students explore intelligently the world of work.
240.	LB 2832 A1 087 Vol 3 July 1962	Bernard, Louise, "Out of School and Out of Work", Educational Executive's Overview, 3:32-35, July 1962. Author: Virginia State Supervisor of D.E.. This article attacks the stop-gap measures of The Area Redevelopment Act and The National Manpower and Training Act for using experience. Cooperative work programs are much more advantageous, claims the author. Planned work experience is particularly lauded over the "job for a job's sake" attitude. Suggestions to administrators for future efforts are given. Some history is also provided.
	Code: Adm Ph His Va	

241.	HF 1101 B86 Vol 16 May 1962 Code: Adm Val	Biggler, George S., "All for Work Experience", Business Education Forum, 16:32-33, May 1962. Author: Kingston High School, Kingston, New York. The values of the D.E. coop program are itemized. It is important that all students have jobs and that they know how to find them. Beginning orientation is important.
242.	HF 1101 B86 Vol 16 1962 Code: Adm Val Meth	Brady, William J. Jr., "Career Development Through the Club", Business Education Forum, 16:16, April 1962. Author: Georgia State Department of Education. A good club organization contributes to the career objectives by providing the necessary experiences to aid students to find themselves. The club then is an integral part and supplement to the classroom activities. Many club activities are are suggested.
243.	LC 4801 B87 1962 Code: Val Spc	Burchill, George W., Work-Study Programs for Alienated Youth -- A Casebook, Secomer Research Association, Inc., Chicago, 1962. This book contains a number of cases illustrating communities where alienated youth problems have been attacked through work-study programs. Some of the problems illustrated include drop-outs, delinquency, slow-learners, hospitalized.
244.	HF 1101 B86 Vol 16 1961-62 Code: Adm Ex His Val Cur	Denny, Robert and Philip Cooper, "Expanding Distributive Education To Comprehensive Secondary Schools", Business Education Forum, 16:33-35, October 1961. Authors: North High School, Iowa. Des Moines Technical High School, Iowa. A descriptive account of the curriculum scope and sequence at Des Moines. Three basic plans are available to the students with considerable opportunity for course selection. A brief history is also given.
245.	HF 1101 B86 Vol 16 1961-62 Code: Adm Ex His Meth	Dittamo, Gaetano E., "A Practical Beginning for a Program in Distributive Education", Business Education Forum, 16:26, Author: Manchester Regional High School, New Jersey. A successful way for getting materials and equipment to make a functional D.E. classroom is described. Classroom activities such as the school store, display programs are related.

246. HF
1101
B86
Vol 16
Apr 1962

Klaurens, Mary, "Career Development on the Distributive Job", *Business Education Forum*, 16:14-15, April 1962.

Author: Catalina High School, Tuscon, Arizona.

Good coop programs give opportunities to explore various distributive occupations to help formulate career plans. The program must provide career information, select training stations, and plan work experiences. The employers' role must be articulated. Counseling is important for a successful program.

Code:
Adm
Ph
Gu

247. HF
1101
B86
Vol 16
Feb 1962

Mason, Ralph E., "Effective Cooperative Business Education Programs -- Part I", *Business Education Forum*, 16:21, 23-24; February 1962.

Author: University of Illinois.

The importance of a coordinator's file stressed. It should include: statements of objectives for the D.E. program, criteria for selection of training stations, instruction outlines, current lesson plans, club activities, advisory committee membership and reference material, supplementary teaching aids, copies of monthly coordinator's report and program development plans. Each of these areas are discussed and suggestions made.

Code:
Adm
Ph

248. HF
1101
B86
Vol 16
Mar 1962

Mason, Ralph E., "Effective Cooperative Business Education Programs -- Part II", *Business Education Forum*, 16:30-31, March 1962.

Author: University of Illinois.

The coordinator must keep a student file in order to have a successful coop program. The teacher should also keep a file in which student application to enter program, letters of recommendation, personal data sheet, training station agreement, student's weekly job report, rating sheets and student plans for future growth. A detailed example is given as illustration.

Code:
Adm
Val

249. HF
1101
B86
Vol 16
1961-62

Mayer, Forrest L., "Distributive Education and the Superior Student", *Business Education Forum*, 16:17, January 1962.

Author: Alameda County State College, California.

The author contends that the subject matter is challenging enough for the best students. He suggests that research projects and case studies be used to encourage these students to use their talent in this line.

Code:
Adm
Cur
Meth

250. HF
1101
B86
Vol 16
1961-62

Code:
Ph

Meyer, Warren G., "Career Development In Distributive Education", Business Education Forum, 16:5, April 1962.

Author: University of Minnesota.

An editorial stating that the focus on career development is the most significant change in high school D.E.. Career Develpment allows for greater sequence and scope in the D.E. curriculum.

251. LC
1041
A5
Vol 37
Nov 1962

Code:
Adm
Ex
Val

Peterson, Allan L., "Distributive Education for the Wholesale Industry", American Vocational Association Journal, 37:26, November 1962.

Author: Chief Coordinator of Distributive Education, Utah State Department of Public Instruction.

Since a survey of business wholesalemen revealed that new employees lacked basic talents and skills for the job, a cooperative program seemed the answer. The majority of the businessmen suggested the solution of setting-up a special coop program. It was taught at night. Advantages of coop stressed.

252. HF
1101
B86
Vol 16
1961-62

Code:
Adm
Ph
Prep

Samson, Harland E., "Research in Career Develpment for Distributive Education", Business Education Forum, 16:17-19, April 1962.

Author: State College of Iowa.

A most comprehensive article that calls together the findings of research under a number of sub-headings such as: Occupational Choice, Distributive Occupations, Adolescent Values, Vocational Development, Creativity, Career Patterns, and some suggestions for research yet to be done.

253. LB
1028
M53
#14
1962

Code:
Val
Spc

Shupe, R.J., "A Question of Values: How High School Teachers View Cooperative Education", Office of Research and Publication, College of Education, Michigan State University, #14, 1962.

Author: Waterford Township High Schools.

A questionnaire and survey study in which 91 teachers responded to questions of effects of coop on students, student attitudes, citizenship, appearance, social acceptance, vocational plans, financial values, strengths and program weaknesses, effect of teacher degree, and others.

254. HF
1101
B86
Vol 16
Apr 1962

Code:
Adm
Ph
Val
Gu

Tennyson, Wesley and Donald Blocher, "Career Development", Business Education Forum, 16:7-10, April 1962.

Authors: University of Minnesota.

This article deals with vocational guidance in helping students choose a career. The cooperative method aids students develop flexibility and proper attitudes. Programs must be broad enough to allow observation, try-outs, and discussions. First-hand experience is supplemented with reading and other activities.

255. LC
1041
A5
Vol 37
Apr 1963

Code:
Adm
Meth

Dannenberg, Raymond A., "Programmed Instruction for Distributive Education", American Vocational Association Journal, 38:27-28, April 1963.

Author: Teacher Educator, Distributive Education, Western Michigan University.

A discussion of the possible use and the implications for the teacher in using programmed instruction in the related D.E. class.

256. L
11
S36
Vol 91
Feb 1963

Code:
Ph
His
Val

Editorial Report, "Expansion of Cooperative Education", School and Society, 91:102, February 1963.

Deals mainly with the coop program at the higher education level, but is interesting in that a brief history is given, growth factors referred to and a list of advantages of coop are specified. Expansion efforts are predicted.

257. HF
1101
J69
Vol 38
Apr 1963

Code:
Adm
Ex
Ph
His
Val
Spc

Englund, Frederick W., "Double EE, Educational-Employment Program", Journal of Business Education, 38:283-284, April 1963.

Author: Carson Pirie Scott and Co., Chicago, Illinois.

The coop program described here is experimental in Chicago dealing with high school drop-outs as well as some adults. The students worked half time and took related classes. New methods are briefly described including some description of the projects used.

258. HF
1101
B86
Vol 18
Nov 1963

Code:
Adm
Ex
Val
Meth

Jimerson, Hallie C., "Name It! Rate It! Your Next Contest", Business Education Forum, 18:19, November 1963.

Author: Washington High School, Arizona.

Here the advantages, problems, and suggestions for a coming conference of D.E. students are given. The conference is to take place in Arizona. Proper planning and standards for contests are essential.

259. LC
1041
A5
Vol 38
Dec 1963

Code:
Ph
His
Val

Logan, Otto L., "This I Believe About D.E.", American Vocational Journal, 38:10-11, 23; December 1963.

Author: D.E. Supervisor, Washington State Board for Vocational Education.

Very little of the article deals with coop. The author feels that D.E. will make an increasingly larger contribution to the field of vocational education. He points to an enlarged program going beyond the present coop and looks for a better public image.

260. LC
1041
A5
Vol 38
Dec 1963

Code:
Val

Samson, Harland E., "Distributive Education Past and Future", American Vocational Association Journal, 38:7, Dec 1963.

Author: State College of Iowa.

A short editorial comment regrading the maturing of the D.E. field. He looks for a broadening of the program with an accompanying contribution to society.

261. HF
1101
B87
Vol 44
Nov 1963
Dec 1963

Code:
Adm
Ph
Val

Scholnick, Arnold H., "Distributive Education 1970", Business Education World, 44:1, 13-14, 36; 44#2, 28-30; 1963.

Author: Thomas Jefferson High School, Brooklyn, New York.

The author predicts that the coop part of distributive education will expand because of the unique advantages that this type of experience can offer.

262. HF
1101
B87
Vol 44
Apr 1964

Code:
Val
Meth

Arnold, Cecil B., "How D.E. Contests Benefit Businessmen", Business Education World, 44:20-21, 33 April 1964.

Author: New York Sponsor, Distributive Education Clubs of America.

Not directly concerned with coop but an important point is made: D.E.C.A. contests help broaden a student's understanding of the world of work and will add to and reinforce the student's work experience.

263. LC
1041
A5
Vol 39
Mar 1964

Applegate, Harry A., "D.E.C.A. Prepared for New Challenges", American Vocational Association Journal, 39:22-24, March 1964.

Author: Executive Secretary. D.E.C.A. Inc..

Code:
Meth

This article presents the goals, purposes and activities of D.E.C.A.. It relates to coop only in that it gives the coop student membership in the club.

264. LC
1041
A5
Vol 39
Oct 1964

Bryan, Gerald O., "Instead of a Job, Give Students a Career", American Vocational Association Journal, 39:32-33, October 1964.

Author: Catalina High School, Tucson, Arizona.

Code:
Adm
Ph
Val
Meth

Learning by doing is a recognized educational principle. Coop has many advantages and some weaknesses. One weakness is the nature of specific and uncoordinated learning. The weakness is mutliplied because the student is only enrolled in the program for one year. The coordinator is given some suggestions to help overcome the weaknesses.

265. HF
1101
B86
Vol 18
Apr 1964

Beaumont, John A., "Preparatory Education for Careers in Distribution", Business Education Forum, 18:7-9, Apr 1964.

Author: U.S. Office of Education.

Code:
Adm
Cur
Prep

The author notes the forces that lead to the establishment of the Vocational Act 1963. One result of the Act is the provision for the establishment of preparatory classes. Criteria for such classes is given.

266. L
11
E2
Vol 85
Dec 1964

Beaumont, John A., "Distributive Education", Education, 85:221-227, December 1964.

Author: U.S. Office of Education.

Code:
Adm
Val
Cur
Spc

A basic informative article answering the following questions: What is D.E.? What occupational areas are served by D.E.? What basic understandings are essential in a D.E. program? How is the program organized? Coop is the main method of gaining student praticipation with businesses. Simulated experiences in the classroom are also suggested.

267. Not in
MSU
Library
1964

Code:
Meth

Deuel, Regis P., "The 1960's in Distributive Education", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 48-55.

Author: State University of New York at Albany.

Case study -- an excellent instructional method. A case is more complex than problems because it contains a number of problems with interactions that give the case its vitality. An example is cited and the author emphasizes teacher-student relationship showing that the problem-solving technique employed is more important than one correct answer.

268. HF
1101
B86
Vol 18
Feb 1964

Code:
Cur
Meth

Erlandson, Gary, "Advertising -- A Study in Creativity and Depth", Business Education Forum, 18:24, February 1964.

Author: United Township High School, Illinois.

An excellent method of handling the advertising unit is suggested. Two new products are used and students, after having been taught the basic subject concepts, develop advertising campaign to promote the products.

269. Not in
MSU
Library
1964

Code:
Meth

Gillespie, Karen R., "Dynamic Dimensions of Salesmanship Today", Business Education Now and in the 1970's, Business Education Association, Twenty-fifth Yearbook, 1963-64, pp 40-47.

A description of salesmanship and importance of the selling job in our economy. The author stresses instructional method by using a multiple role-play. The role-play is simple, lively, requires few properties and could be performed in any class.

270. HF
1101
B3
Vol 45
Mar 1964

Code:
Adm
Val

Hackett, Beverly, "Let the Employer Be a Teaching Colleague", Balance Sheet, 45:298-299, March 1964.

Author: Leydon High Schools, Franklin Park, Illinios.

A number of suggestions are given to make the coop learning situation a successful one. Support of coop by employer is imperative and ideas for making him a teaching partner are given.

271. HF
1101
N25
Vol 33
Dec 1964

Code:
Adm
His
Cur

Haines, Peter G. and others, "Technical Content Competencies Needed by Teachers of the Distributive Subjects", National Business Education Quarterly, 33:38-49, December 1964.

Author: Michigan State University.

A survey study concerned with professional competencies of teachers for teaching marketing and related fields in high school. Eight pages of material and corresponding teacher responses are offered. Also shows D.E. enrollment as 46,000 and secondary subject enrollment as 200,000 with marked increase expected with V.E.A. of 1963.

272. HF
1101
N25
Vol 33
Oct 1964

Haines, Peter G. and Brendan G. Coleman, "How High School Cooperative Trainees Fare in the Labor Market", National Business Education Quarterly, 33:23-24, October 1964.

Authors: Michigan State University.

Code:
Adm
Val

A statement of findings with regard to the effectiveness of the coop program. (1) Cooperative trainees fare well in the labor market. (2) Employment is obtainable quickly and residual unemployment is low. (3) Large numbers of students are still working with original employer. (4) About 1/5 of trainees had entered college. Many other findings are discussed.

273. HF
1101
J69
Vol 39
Apr 1964

Hartzler, F.E., "The Three Stages of Distributive Education", Journal of Business Education, 39:289-290, April 1964.

Author: Kansas State Teachers College.

Code:
Ph
His

The development of distributive education was in three periods: (1) the pre-war was job oriented; (2) career oriented; and (3) characterized by the body of knowledge to be taught. Prior to third era, D.E. was merely a method, but now is a distinct body of knowledge, which will eventually decrease the work-experience emphasis.

274. LB
1670
A1
N3
#2
1964

Mason, Ralph E., "New Directions in the Preparation of Distributive Personnel", National Business Education Association Yearbook, pp 195-212, 1964.

Author: University of Illinois.

Code:
Adm
Ph
Val
Gu
Cur
Spc
Meth

In order to meet the increasing demand for D.E. personnel, schools must increase program offerings. Programs should be expanded for the following areas: pre-cooperative, youth with special needs, drop-outs, cooperative, post-high, out-of-school youth and adults. Various other course directions are suggested and ideas within each of the above areas are given.

275. HF
1101
B86
Vol 18
Apr 1964

Meyer, Warren G., "A New Era in Distributive Occupations", Business Education Forum, 18:6, April 1964.

Author: University of Minnesota.

Code:
Adm
His
Prep

In the past, D.E. has done a good job with coop, but there has been little preparatory work done. With the passing of the Vocational Education Act of 1963 distributive education teaching assumes a new role. Some fear that the program will be watered down while others feel that it will see a larger expansion and become a more comprehensive field.

276. LC
1041
A5
Vol 39
Feb 1964

Meyer, Warren G. and others, "Some Challenges to Distributive Education", American Vocational Association Journal, 39:21-33, 39:21-22, 37; February 1964.

Author: University of Minnesota.

Code:
Adm
Ex
Ph
Val
Spc

Six panel members in a panel discussion of the distributive education field. Each member gave valid convincing statements of the existing program and good ideas of improvements and future directions the program must take.

277. HF
1101
B86
Vol 18
Jan 1964

Meyer, Warren G. and Harold O. Toupin, "A Career in the Distributive Occupations", Business Education Forum, 18:12-14, January 1964.

Authors: University of Minnesota. Hopkins Senior High School.

Code:
Adm
Val

The nature of entry jobs, the number available, specific examples of jobs, salaries possible, and preparation needed are all dealt with. The article shows tremendous opportunity awaiting D.E. graduates.

278. L
11
C28
Vol 39
Jan 1964

Reeve, Claudia, "Work-Study Programs: An Integral and Revitalizing Part of High School Curriculum", Journal of Secondary Education, 39:38-42, January 1964.

Author: Supervisor for Work Experience Program at Norte Vista High School, California.

Code:
Adm
Ph
Val

Advantages of a work experience are clear, but the formality and rigidness of a D.E. coop program are disliked. The author advocates a turn to the less rigid work-experience where any student in the school might find a job to enforce his in-school learning. Suggestions are given for a successful program.

279. HF
1101
B86
Vol 18
Apr 1964

Samson, Harland E. and David A. Thompson, "High School Preparatory Education for Careers in Distribution", Business Education Forum, 18:10-12, April 1964.

Authors: University of Wisconsin, Texas Education Agency.

Code:
Adm
Prep

The terms cooperative and preparatory are defined and their relationship stressed. Plans for preparatory class organization are given. Special efforts are necessary to educate school administrators and counselors for this new program.

280. HF
1101
B86
Vol 18
Mar 1964

Trimpe, Adrian, "The Industry Tour -- A Motivating Force", Business Education Forum, 18:22, March 1964.

Author: Western Michigan University.

The author suggests that early in the student's program a tour of industry is important to create enthusiasm and give the work a sense of realism to help formulate a realistic career objective. The tour should follow the complete processing through from raw material to the finished product. The course is a credit course required of all students.

Code:
Adm
Val
Ph
Cur
Meth

281. HF
1101
B86
Vol 19
Apr 1965

Beaumont, John A., "Distributive Education and the Vocational Education Act of 1963", Business Education Forum, 19:5-7, April 1965.

Author: U.S. Office of Education.

The 1963 Act opens the way for D.E. coop to serve youth of all abilities, post-high school, and adults. Classes can also be expanded to include those not employed. Broader and more diversified programs must be developed to meet the wide range of needs. More than ever the emphasis will be on high quality.

Code:
Adm
His
Val

282. L
11
C28
Vol 40
Feb 1965

Fernandez, George, "Project: Vocational Education", Journal of Secondary Education, 40:65-68, February 1965.

Author: Principal, Cupertino High School, California.

A proposed "community classroom" project to cure some of our social ills such as drop-outs, unemployment, unskilled. The article, not directed specifically to D.E., shows the "Community classroom" concept as a coop experience and an observation problem-solving method. The specific educational objectives are given but the mechanics are discussed only in general terms.

Code:
Adm
Ex
Ph
Val

283. HF
1101
B86
Vol 19
Jan 1965

Jimerson, Hallie C., "Attitude Can Be Modified By Planned Teaching", Business Education Forum, 19:22, 25; Jan 1965.

Author: Washington High School, Phoenix, Arizona.

The coordinator is admonished to work at changing student attitudes during the related class experience. Suggestions are given regarding how to do it. Only indirectly related to coop.

Code:
Adm
Meth

284.	LD 1029 C6 M3 1965 Code: Adm Ph His Val Cur Meth	Mason, Ralph E. and Peter G. Haines, Cooperative Occupational Education and Work Experience in the Curriculum. The Interstate Printers and Publishers Inc., Danville, Illinios, 1965. Authors: University of Illniois, Michgan State University. This textbook, comprehensive and complete, gives the historical development of the cooperative movement, the impact of federal acts, types of programs, differentiation between work experience and cooperative programs, the mechanics and unique characteristics of coordination, suggestions for effective related classes, and the institution of student clubs.
285.	HF 1101 B86 Vol 20 Dec 1965 Code: Meth	Palmer, G.D. "Let's Keep Distributive Education Vocational", Business Education Forum, 20:23-24, December 1965. Author: Montana State University. Since the Act of 1963 many preparatory classes have been instituted. A survey showed that very poor teaching is being done in these classes. Since coop cannot be a part of this program, better methods must be examined such as the project method. Different kinds of projects are given: dramatic situation, research, and work observation.
286.	HF 1101 B86 Vol 19 Apr 1965 Code: Adm Ph Val	Swanson, Chester C., "Distributive Education -- A Qualitative Analysis", Business Education Forum, 19:8-9, April 1965. Author: University of California, Berkley. The author suggests the present cooperative schoolwork programs be greatly expanded. One problem is attaining trained teachers and coordinators to improve the quality of the program. A direct course of action is outlined.
287.	HF 1101 B86 Vol 20 Nov 1965 Code: Adm Ex Ph Cur	Syheman, William D., "The Expanding Role of the Distributive Education Curriculum", Business Education Forum, 20:21-22, November 1965. Author: University of Washington, Seattle. The impact of the 1963 Act is shown and the D.E. curricula of Washington and Virginia are broadening to meet it. The two curricula are diagrammed for the reader. Classification of subject matter falls under three headings: entry job, career job, and specialist job. Coop is only part of the expanded program.

288. HF
1101
B86
Vol 19
Apr 1965

Warmke, Roman F., "Distributive Education at the Crossroads", Business Education Forum, 19:5, April 1965.

Author: University of Minnesota.

Code:
Adm
His
Val

Distributive education is now "in" but must change with the Act of 1963 by broadening the scope and curriculum sequence. The coop approach has served well, but other methods must also be adopted. D.E. educators must accept change and resposibility for new developments.

289. HF
1101
B86
Vol 20
Mar 1966

Campbell, Broy S., "Distributive Can Thrive in the Production-Oriented Community", Business Education Forum, 20:23, March 1966.

Author: Greenwood High School, Greenwood, So. Carolina.

Code:
Ex
His
Val

A short article showing the success and growth of the D.E. program in Greenwood. A background of the community is given and its subsequent support of the school D.E. program.

290. HF
1101
B86
Vol 20
Apr 1966

Ely, Vivian King, "Development of an Expanded Distributive Education Curriculum Concept in Virginia High Schools", Business Education Forum, 20:14-16, 24; April 1966.

Author: Richmond Professional Institute, Richmond.

Code:
Adm
Ex
Ph
His
Val
Cur
Meth

In order for D.E. to make substantial contributions, it must expand the program to meet the changing society. A possible curriculum program is given in way of illustration of Virginia's plan. Coop is only part of the expanded plan. Efforts made to develop a philosophy and theory of D.E.

291. HF
1101
B86
Vol 20
May 1966

Houstman, James, "Selling the Brand Name 'D.E.'", Business Education Forum, 2:22-23, May 1966.

Author: Washington High School, Washington, Iowa.

Code:
Adm
Ex
Meth

This article tells how Washington High School carried on a very effective public relations job with the community. The students worked through their employers on promotion and advertising.

292.	HF 1101 B86 Vol 20 Apr 1966	Meyer, Warren G., "Patterns for Distributive Occupations Curriculum Organization", Business Education Forum, 20:5-9, 34; April 1966. Author: University of Minnesota.
	Code: Adm His Val Cur	D.E. curriculum development is on the eve of investigation and action that will help the student evaluate himself, form realistic career goals, and make satisfactory occupational adjustments. Very astute assessment of past experience and a capable look at future for the whole scope of D.E.
293.	HF 1101 B86 Vol 20 Apr 1966	Nelson, Edwin L., "A Conceptual Framework for Curriculum Development in Distributive Education", Business Education Forum, 20:10-13, April 1966. Author: U.S. Office of Education.
	Code: Adm His Val Cur	D.E. has been thought of as a method, but now it is developing into a discipline. D.E. as a program and a discipline is discussed. Cooperative method is now seen as a method in a total program. A possible total program is diagrammed. Patterns for analysis of job competencies are spelled out.

SECTION TWO

PROJECT METHOD

Number of Articles Reviewed by Year

1896 -- 1
1916 -- 1
1918 -- 2
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Description of Code Categories as Found With Each Article

1. Clar.--Clarification: This category includes those articles which attempt to define, specify, or describe what the project method is, and/or what might be considered a project. Included in this category are many articles which attempt to design a system by which projects may be classified.

2. Cur.--Curriculum: This category includes those articles discussing the development of courses or series of courses or periods of instruction in which the project method is being used or considered.

3. Ex.--Example: This category includes any article which gives an example of a project or how the project method might be used.

4. His.--History: Articles included in this category include some remarks as to the early history or development of the project method.

5. Phil.--Philosophy: This category includes those articles which in some way attempt to answer the question "Why the project method?" Articles having this classification deal with the application of the project method to educational principles.

6. Res.--Research: This category includes those articles which were based on specific research, or which mentioned specific research being done in which the project method was in some way related to the topic.

7. Val.--Value: This category includes those articles stressing the advantages of a specific project or the method in general. Articles included within this category are of promotional nature. They extol the advantages and benefits of the project method.

1.
Code:
His
Ex

Hays, W. M., "Methods of Instruction in Teaching Agriculture," U.S. Department of Agriculture, Office of Experiment Stations Bulletin # 30, 1896, pp. 37-39.

Mr. Hays presented this paper to the American Agricultural Colleges and Experiment Stations at the Ninth Annual Convention. His paper was one of a series of three devoted to the topic "Methods of Instruction in Teaching Agriculture."

A discussion of all the methods used by Mr. Hays in teaching his agriculture classes. Only some of the methods are applicable to the project method. He makes several statements which are suggestive of the project method: "...Each student presents a plan of either his father's or his own farm. If the erection of a barn or other building is contemplated by the owner of the farm, the details of what is wanted are brought to the drafting room. The building is located on the student's plot of farm, and together the teacher and the student work out a practical building, and then the student makes working drawings."

Hay's second mention of a project reflects the idea of a group project: "The students are taken in groups of about five and each group manages the meat house for a week at a time...."

2. L
11
.S36
Code:
Cur

Sneeden, David, "The Project as a Teaching Unit," School and Society, 4:419-423, September 16, 1916.

An analysis of the different divisions and subdivisions used to form teaching units. The author points out that agricultural education has used the project as a unit. He felt that projects should by themselves compose units. The article includes the author's own four-point definition of the term "projects."

3. L
11
.E6
Code:
Val
Phil

Branom, M. E., "The Value of the Project-Problem Method in Elementary Education," Elementary School Journal, 18:618-622, April, 1918.

A discussion of the advantages of the project-problem method of instruction. Nine definite advantages are listed.

4. L
11
T4

Code:
Val
Cur

Kilpatrick, W. H., ----------, Teacher's College Record, 19:319-335, September, 1918.

A discussion of Kilpatrick's definition of the term "project:" "...A purposeful act carried on amid social surroundings."

In this article, he attempts to clarify the concepts underlying the project method and also suggests that this concept should be accepted in our educational thinking.

A very comprehensive analysis of the value and worth of the method. It clearly puts forth Kilpatrick's point of view on the project method.

5. L
11
.S36

Code:
Ex
Val
Clar

Sneeden, David, "The New Type of School for Farming," School and Society, 10:281-284, September 6, 1919.

A discussion of the use of the home project method as used in agricultural education. The discussion points out how the method works and what is to be expected from the use of such a program.

6. L
11
E6

Code:
Ex
Val

Parker, Bertha M., "Sixth Grade Science Project," Elementary School Journal, 20:297-307, December, 1919.

A discussion of several sixth grade projects and how the teacher can utilize them in the teaching of science.

7. L
11
S36

Code:
Val
Clar

Ruch, G. M., "Contributions to the Psychology of the Project," School and Society, 11:386-388, March 27, 1920.

Mr. Ruch discusses the various definitions of the term "project." He discusses the definitions and identification systems of D. Snedden; J. C. Moore; and J. A. Fandall. His conclusion is a discussion of the common elements of the above men's definitions. He uses the common elements to draw up his own definition.

8. L
11
S36

Davis, Elizabeth, "An Inquiry into the Nature of the Project-Problem," School and Society, 12:346-348, October 16, 1920.

Code:
Clar

A discussion of what is meant by "project," "problem," "project-problem," and "problem-project." The author lists what she has found to make up a problem and what she has found to make up a project. Her discussion then centers around the question as to whether there is any difference between problem-projects and project-problems.

9. L
11
E6

Horn, Ernest, "What is a Project?" Elementary School Journal, 21:112-116, October, 1920.

Code:
Clar
Res
Phil

Mr. Horn discusses "What is a project?" He points out that there has been a great deal of confusion as to the definition of this term. He includes responses to this question from 120 teachers. From these, he comes to a common usage definition.

10. LB
1607
.L8

Lull, H. G., and Wilson, H. B., "The Redirection of High School Instruction, Chicago, J. B. Lippincott, 1921, pp. 91-135.

Code:
Ex
Val
Phil

One entire chapter is devoted to the subject, "Project problem instruction." Included is their definition of project instruction, a discussion of the procedures to be used in project-problem instruction, and some examples of problem projects in eighth grade geography.

11. LB
1570
.M4

Meriam, J. L., Child Life and the Curriculum, Chicago, World Book Co., 1921, pp. 373-377.

Code:
Ex
Val

Discusses the use of the project in the elementary grades. Includes a list of possible projects.

12. LB
1027
.W4

Wells, Margaret E., A Project Curriculum, Chicago, J. B. Lippincott, 1921.

Code:
Cur
Val
Phil

This book deals with the project as a means of organizing the curriculum of the elementary school. The interpretation Dr. Wells has made about the project method is that one project should be selected for each grade. This project should be large enough to provide a basis for that grade throughout the year.

13. Stark, W. O., "Problem of Discipline in the Project Method of Learning," Education, 41:310-311, January, 1921.

Code:
Val

This author points out how the project method of instruction hinges on the interest of the student, thereby removing most problems of discipline. Mr. Stark states that if the teacher is firm, makes rules and enforces them fairly, the project method minimizes discipline problems.

The author states, "If the teacher will vitalize the work by means of the project method, appealing to the interest of the boys, the problems of discipline will be few."

14. L
11
S36

Ruediger, W. C., "Projects and the Project Method," School and Society, 14:240-243, October, 1921.

Code:
Phil
His
Val
Clar

A thorough discussion of the differences between the term "project" and the term "project method." The author discusses what he believes in regard to other authorities in the field--Stevenson and Kilpatrick.

The author suggests that much of the pedagogical vagueness concerning "project" or "project method" has come about because the two terms have not been differentiated.

15. L
11
N25

Stockton, J. Leroy, "The Project, Work, and Democracy," Journal of the N.E.A., 11:181, November, 1921.

Code:
Phil
Val

An analysis of the project method as a method of instruction, as a subject of instruction, and as the relationship it holds to work and democracy. Stockton states that the project method has grown directly out of the application of psychology to education.

When he moves to the area of the project as a subject of instruction, Stockton's remarks are in regard to the project and manual training. He states, "...the central element in project work, considered either as a method or as a subject, is and always has been, self education through self activity.

In the discussion of the project and democracy, the author points out that if the project method can result in people developing the correct attitudes toward work, then people can be called true democrats.

16.

Edgerton, A. H., Industrial Arts and Prevocational Education in Intermediate and Junior High Schools. Milwaukee, Wisconsin; Bruce Publishing Co., p. 75. 1921.

Code:
Ex
Res

This book includes a brief discussion of a study concerning the use of the project method in industrial arts. Included also is a discussion of various projects.

17. L
11
.N25

Charters, W. W. "The Limitations of the Project," Journal of the N.E.A. January, 1922, p. 17.

Code:
Phil
Val
Cur

This was one of a group of papers on the project method read at the meeting of the Department of Elementary Education at Des Moines, Iowa, July 5, 1921.

Article deals with the definition given a project at that time--"...The project is a purposeful act."

The author writes about the project method in relation to the curriculum, rather than as a method of instruction. It provides "....abundant possibilities of motivation." It still has serious limitations which some educators have failed to recognize.

18. L
11
.E5

Horn, Ernest L., "Criteria for Judging the Project Method," Education Review, February, 1922, pp. 93-101.

Code:
Phil
Val

This article does two things. First, it clarifies the differences which result from the many attempts to define "project method." Second, it establishes a criteria with which one may judge the value of the different procedures (called projects or the project method), which are being used in classes.

19. LB
1598
I5

Hillard, C. B., "Individual Projects Made on the Group Method Plan," Industrial Arts Magazine, August, 1923, pp. 305-306.

Code:
Ex

A discussion of the following problem: At the beginning of the school year, Mr. Hillard had more students than he had time to teach. He had previously used the project method, under which each boy worked on an individual project. However, due to the large size of his class, this would now be impossible.

Hillard found a solution: "The method finally hit upon is a combination of both the individual project and the group method plan. Under this plan each boy is assigned to operate a certain machine or do some other specialized task for all the members of the class, for a week. The pupils who do not have assigned work busy themselves on their projects, and those who are on assignment can use their spare time on their projects."

20. LB
1570
.B65

Code:
Val

Bonser, F. G., The Elementary School Curriculum, New York; the MacMillan Co., 1924, pp. 58-59.

Discusses the project method as it is used in the elementary grades. His support of this method is pointed out on page 58, where he states, "These life projects whose value the children at once appreciate and in which they engage with enthusiasm, the need for the various means or tools used in carrying on these interests is literally forced upon them--not by the teacher, but by the situation."

21. LB
1027
.M25

Code:
Cur
Ex
Clar
Val
His
Phil

McMurry, C. A., Teaching by Projects, New York; The MacMillan Co., 1924.

Table of Contents:

I. Projects in the School
II. Examples of Complete Projects
III. The Significance of Projects as Large Units of Study
IV. The Enlarged Object Lesson or Project and its relation to the Learning Process
V. Three Important Principles Put to Work Under Right Conditions
VI. A Growing Tendency to Adopt Large Projects as Study Units
VII. Simplifying Studies on the Basis of Large Projects

22. 630.7
S351n

Code:
Ex
Phil
Val
Clar

Schmidt, G. A., New Methods in Teaching Vocational Agriculture, New York; The Century Co, 1924.

The author states that the present book is devoted to bringing to teachers the newest and most progressive ideas and methods of teaching vocational agriculture. The author has covered new methods in general, but has devoted one chapter to the Home Project. Mr. Schmidt points out the advantages to this method, and lists 16 points as factors entering into good project work in agriculture. He also however, discusses the Class Project.

23. LB
1027
.S75

Code:
Ex
Phil
Val
Clar
Cur
His

Stevenson, J. A., *The Project Method of Teaching*, New York; The MacMillan Co., 1924.

The following is the contents of this very valuable book:

I. General Statements of Problem and Method of Investigation
II. An Examination of Types of Teaching Now in Common Use
III. Definition of the Project
IV. Problems and Projects
V. Implications of the Project Method in Teaching
VI. The Project and the Curriculum
VII. Application of the Project Idea
VIII. Application of the Project Method to Subjects in Elementary and High School

24. L
11
.E2

Code:
Phil
His
Val

Nolan, Ona I., "The Project Method in the Junior High School," *Education*, 44:274-289, January, 1924.

A discussion concerning many aspects of the project method, and their relation to the Junior High school. The author discusses the essential elements of the project method and points out the relationship of the project to self activity. Nolan goes into some depth in discussing the use of the term and arrives at a definition for it. She also derives a classification system of projects.

The author includes a discussion of the advantages and limitations of the method. She further discusses the teacher's role when using the method.

25. L
11
.E2

Code:
Val

Sands, B., "The Problem Method," *Education*, 44:576-578, May, 1924.

A discussion of the problem method of teaching, with a portion of the material devoted to pointing out the interrelationship of the project method and the problem method.

The author suggests that the problem method is a stepping stone in the use of the project method.

26. 630.7
S351p

Schmidt, G. A., *Projects and the Project Method in Agricultural Education*, The Century Co., 1926.

Code:
Phil
Val
Clar

An exhaustive discussion of the project method and agricultural education. By its mere existence and its broad scope, this book suggests that the project method of instruction was well developed in agricultural education by 1930. In regard to the projects as a method, this book's discussion is applicable to any area in which the project method is being used.

27. 630.7
W563m

Wheeler, John T., *Methods in Farmer Training*, Atlanta, Georgia; Smith Co., 1926.

Code:
Ex
His
Cur

The section dealing with projects and the project method is scattered throughout the book.

The most important point made concerning the project method is in regard to home projects. The author explains home projects and points out that they are the on-the-job training for the farmer. The author is in effect saying it is more or less a comprehensive method in that it is closely correlated to the class instruction.

28.

March, Lucille, "The Project Method in Speech Education," *Quarterly Journal of Speech*, 15:181-188, April, 1926.

Code:
Val
Phil

The author points out the advantages of the project method in relation to speech education. She suggests that the speech curriculum should be based on "Life." Therefore, she feels it is best to have the students tell stories or work on projects that have meaning for them.

29.

O'Konski, Alvin, "The Project Method in the Teaching of Speech," *Quarterly Journal of Speech*, 15:188-194, April, 1926.

Code:
Clar
Phil

Mr. O'Konski begins his article by discussing various definitions of the term "project method." He points to four psychological principles which are taken into consideration when the project method is examined. From here, the author makes a five point classification of the types of projects which can be used for educational purposes. He then explains the five point system, and how the various projects can be classified and examined.

30. Alberty, H. B., "A Study of the Project Method in Education," Columbus, Ohio: Ohio State University Press, 1927.

Code:
His
Val
Phil

"Studies the logical and psychological treatment of the subject matter; historical development of the project method; real life and natural setting applied to projects. The project method is considered as purposeful activity, as instrumental learning, as an aid to reflective thinking. Findings: The project method is a point of view in dealing with the child. It should never be the only method. Its exclusive use leads to the neglect of a phase of training, systematic organization of knowledge, and the tools for securing more knowledge."

(Quote from: Research Studies in Education, a government document, 1927.)

31. Rayne, Eleanor, "Four Years of Experimentation with the Project Method," Masters Thesis, 1927, Tulane University, New Orleans, La.,

Code:
Val
Res

"Description of projects in geography, commercial subjects, etc., conducted over a period of four years in rural schools of St. Tammany Parish, Louisiana. The project method proved satisfactory."

(Quote comes from Research Studies in Education. a govenment document of 1927.) The article is not available in State of Michigan Library.

32. LB
875
.B37

Burton, W. H., "Nature and Direction of Learning," Appleton Publishing Co., N. Y. pp. 254-278, 1929.

Code:
His
Clar

One chapter is devoted to the project method. Topics covered include: "Origin and use of the Term 'Project';" "Kilpatrick's Definition, October, 1918;" "The National Society Yearbook's Definition in 1921;" "The First Use by Richards in 1900;" Also, "The Project as a Method of Teaching and as a type of Organization for Subject Matter;" and "Limitations of the Project Method."

This particular chapter is somewhat of an analytic dissection of the definitions given the term "project method" by various educators.

33. Kilpatrick, W. H., *The Project Method*. Teacher's College, Columbia University, 1929.

Code:
Val
Phil

This booklet is devoted to a discussion of the project method as being a purposeful act. It is Kilpatrick's contention that this method allows for the child's natural interest to motivate him, and results in greater efficiency of learning.

34. HF
1101
.B87

Heiss, R. F., "Cooperative Fashion Show: Retailing Project," *Business Education World*, 29:592-595, June, 1929.

Code:
Val
Ex

This essay points out the various benefits gained by the students, the business establishment, and the cooperative program when they joined together to put on a fashion show and advertising campaign.

The author briefly tells the reader how she initiated the program, what happened when it was underway, and what she felt the outcome was at the completion of the project.

35. LB
1598
.I55

Schmidt, G. A., "An Analysis of the Project Method of Teaching Farm Shopwork," *Industrial Education Magazine*, 31:70-71, August, 1929.

Code:
Val
Phil

This article points out the project method, when used correctly, can make the students more interested in school. It states the students will put forth more effort and have a better attitude when they are working on interesting, worth while projects.

The author then lists the factors and/or conditions responsible for the above changes.

36. L
11
.E23

Blaine, W. E., "The Present Status and Future Possibilities of the Project Method in Public School Teaching." *Educational Method*, 9:94-104, 166-167, November,-December, 1929.

Code:
Phil
His
Val
Res
Clar

The author states the aim of this study was to determine: 1-the extent of the use of the project method, 2-the attitude of the teachers and administrators using the method toward continuing and expanding its use, 3-what subjects are most often taught in elementary school by this method, 4-the difficulties and advantages most often encountered in its use, 5-the interpretation most often given by the supervisors and teachers using the project method.

The article discusses the philosophy behind the use of projects as a method of instruction. In attempting to discern the feelings of teachers and administrators about the above 5 areas, Blaine sent out questionnaires. His analysis and conclusions from the questionnaires are discussed in the article.

37. LA
1151
.M25

McKee, W. J., New Schools for Young India, University of No. Carolina Press, 1930.

Code:
Ex
Phil
Val
Clar

Reference is made to selected schools using the project method in India. The author discusses the classification systems of Meriam, Collings, and Kilpatrick. He also discusses the rationale of the project method, and the place of the teacher in using the project idea. Also discussed are the social and moral aspects of this method.

38. L
11
.E6

Horn, Ernest, "What is a Project?", Elementary School Journal, 21:112-116, October, 1930.

Code:
Res
Clar

Discusses a study done in which it was attempted to get what was then the commonly accepted definition of the term "project." The general conclusion is that most teachers accept a project to be problamatic, taken in its natural setting, and involving the use of concrete materials, especially in a constructive manner.

39. L
11
.H54

Perry, R. C., "Project Method; Some advantages and Disadvantages," High School Teacher, 6:59-60, February, 1930.

Code:
Val

A list of the advantages and disadvantages of the use of projects in instruction. Perry has broken these advantages and disadvantages into three classifications--those dealing with the pupil, those concerned with the curriculum conten and those concerned with administration.

The conclusion is that no one teaching method can deal with all the problems in teaching.

40. LB
1607
.C55

Code:
Phil
Val
Clar

Collings, Ellsworth, *Progressive Teaching in Secondary Schools*, Bobbs-Merrill Co., 1931.

The author discusses "purposeful activity." The important thing in regard to the project method is, "The project is interpreted ... as purposeful activity."

Collings compares Kilpatrick's, Dewey's, and Meriam's classification of activities, and comes up with a separate classification for projects: 1-Exploratory, 2-Construction, 3-Communication, 4-Play, 5-Skill Projects. The remainder of this particular section is devoted to the distinguishing features of these different classes in regard to their purpose.

The balance of the book is devoted to the development of purposeful activity as a progressive means of teaching in several areas. Reference is made especially to the project method.

42. L
11
.E2

Code:
Val
Phil

Lancaster, T. L., "Project Teaching," *Education*, 51:310-313, January, 1931.

Mr. Lancaster suggests that the project method of instruction is not the answer to the teaching profession's prayers. He states, "At its best project teaching is the happy, eager, cooperative teacher-guided struggle of each individual child toward what he can and ought to be."

He suggests that the project method is and can be an effective method of instruction, but it is not a magic potent

43. L
11
.H54

Code:
His
Phil
Clar

Karns, L. V., "Problem or Project," *High School Teacher*, 8:342-345, November, 1932.

The objective of this article is to define the term "project." The author goes well beyond just defining the term, for the article is a general discussion of the project method, its value for the student, the role of the project in curriculum, etc...

Karns concludes that there are specific ways in which projects should be used. He suggests that some subjects might get better use from it than others.

44. LB
1598
.I5

Ashley, L. F., "This Thing Called 'Method'," Industrial Arts and Vocational Education, 27:105-107, January, 1938.

Code:
His
Clar

A discussion of the term "method," with the emphasis focusing on a quote from Plato. The body of the article discusses the roots and past history of the project method and learning-by-doing.

The major emphasis of this article is on the period of time prior to 1900. The author suggests that the project method was formally introduced in America around 1876. However, the development of the project method in the sense of "A purposeful activity in a social environment" was not dominant until after World War I.

45. HF
1101
.N25

DeMond, A. L., "Practical Projects for Courses in Distributive Education," National Business Education Quarterly, 7:30-34, May, 1939.

Code:
Val
Ex

Referring to Distributive Education, Mr. DeMond states, "Having passed the experimental stage, it has been definitely realized that such courses cannot be taught in the traditional way of most commercial or vocational courses."

The author suggests that projects should be used to complement cooperative training and to provide a substitute for it where it has been found impractical. He then lists some possible projects: 1-students sold merchandise on a door-to-door basis, 2-a high school day at a department store where students took charge of a store for one day under the supervision of the regular work force, 3-operation of a small business.

46. L
11
.S36

Tenenbaum, Samuel, "Project Method: A Criticism of its Operation in the School System," School and Society, 49:770-772, June, 1939.

Code:
Val
Phil

The author is concerned with the improper use of the project method by teachers and administrators. The author states, "The purpose of the project method is to tap the interest of the child, allow him to make those things which he wanted to make and do." He then points out that 90% of the projects he has seen were teacher-conceived and a great part of them were teacher-made.

47. L
11
.S551

Code:
Ex

-----, "Student Shop Providing Business Experience," *School Review*, 47:650, November, 1939.

A description of a school store in Greenwich, Connecticut, in which students learn the art of selling.

The students taking part in the operations of this business are selected from "...The salesmanship, retail selling, bookkeeping, and office practice classes of the commercial department. The type of business is changed periodically to insure all kinds of selling situations.

48. HF
1101
.B87

Code:
Ex

Dean, George, "A Vocational School Day," *Business Education World*, 20:872-875, June, 1940.

A description of a program in which high school students ran a cooperating department store. The students are selected and trained before their placement into the store for one day. (Materials are furnished by the store).

49. L
11
.C53

Code:
Ex

Forsman, A. E., "Christmas Selling," *Clearing House*, 15:44-46, September, 1940.

A description of how Mr. Forsman set up a project-program in which selected students worked for one week in various retail stores during the Christmas Rush. These students were given time off from school to take part in this program, and were graded on their performance. Mr. Forsman suggests this project gave the students experience in real life situations.

50. HF
1101
.J69

Code:
Ex

Forsman, A. E., "High School Day in Dubuque Retail Stores," *Journal of Business Education*, 16:19-20, December, 1940.

The article describes how to have a "high school day" in downtown stores. This is a program in which cooperating merchants allow students to run the store for the day. Only those students in Distributive Education would take part in the program.

51. HF
1101
.J69

Peart, Gilbert, "Business Experience Through School Stores," *Journal of Business Education*, 16:22-24, April, 1941.

Code:
Ex
Val

Discusses how a schoolstore run by D. E. Students can, should, and does supplement and put the capping stone on the education of the students in the merchandising and sales curriculum.

After a discussion of the "store in the school program," this article goes on to tell how the school store is operated and how the program is run.

52. HF
1101
.J69

Beckley, Donald K., "Merchandise Manuals Vitalize Retailing Courses," *Journal of Business Education*, 17:17-18, February, 1942.

Code:
Ex
Val

A discussion of the program in business education at the Rochester Athenaeum and Mechanical Institute. In this program, retailing is taught at the college level in a cooperative three-year program. Students attend classes and work at jobs in department stores during alternating four-week periods.

Each year, a project is assigned the students: the first year it is a merchandise manual. The second year it is a particular merchandise item or department, and in the third year, it is an executive level manual on merchandising or merchandise in a specific department. Mr. Beckley feels these projects help to bridge the gap between classes and the job itself.

53. HF
1101
.A65
.V2

Dame, F. J., "Improving Learning and Achievement in Merchandising and the Distributive Occupations," *American Business Education Yearbook*, pp. 192-216, 1945.

Code:
Val

The author discusses the project method in regard to improving the instructor's ability to teach. The discussion is based on the project method in use in a D. E. laboratory, although it is not specifically limited to this situation.

54. L
11
.S36

Hurd, Archer Willis, "What do You Mean by the Unit-Problem Project Plan of Instruction?" School and Society, 62:300-301, November, 1945.

Code:
Phil
Val
Clar

A philosophical analysis of how this author feels about the unit-problem project plan of instruction. The author explains what is meant by "Unit Problem Project Plan" of instruction only after taking you through a philosophical maze which is generously spiced with his personal experiences.

55. HF
1101
.J69

Weale, W. B., "Business and School Cooperation," Journal of Business Education, 22:17-18, May, 1947.

Code:
Ex

A discussion of how Mr. Weale built interest in his distributive education class. He developed a survey encompassing such things as consumer buying, attitudes of consumers towards retailing, customers' dislikes, etc.. This survey was a class project, in which the class worked with the business community in the development of the survey.

The class made the survey, and worked with various people in the business community in discussing and evaluating its outcomes and conclusions.

56. HF
1101
.B87

Knouse, R. S., "Students Service Shoppers," Business Education World, 28:108-109, October, 1947.

Code:
Ex
Val

Two paragraphs are devoted to what the author feels should supplement the education of every D. E. teacher: Every student who will one day teach salesmanship should undertake certain projects. The balance of the article is devoted to a description and discussion of how these future D. E. teachers would go about performing a project of service shopping; i. e., shopping to see how the salespeople act and work while serving customers.

57. LC
1041
.A5

Kirkpatrick, Loucillah, "Long Range Projects in Distributive Education," American Vocational Journal, 23:17, March, 1948.

Code:
Ex
Val

A discussion of projects that could be assigned in the related classes which would give the student the opportunity to do research connected with his job. Included is a discussion of the advantages of this plan.

58. HF
1101
.B87

Beckley, D. K., "Getting Value from Work Experience." *Business Education World*, 28:577-579, June, 1948.

Code:
Val
Ex

The author suggests that projects can be used along with cooperative training. He suggests that students undertake various projects which are directly related to their job or store. An example of this would be to make a list of questions new salespeople would be almost sure to ask, and with this, a list of clear, concise answers.

59. HF
1101
.B86

Knouse, R. S., "Student Layout Analysts," *U.B.E.A. Forum*, 3:16-17, December, 1948.

Code:
Ex

A discussion of how a D. E. class can use a store layout analysis as a project. Included is a listing and discussion of the steps to be followed in developing such a project.

60.

Thut, I. N., *Foundations of Method for Secondary Schools*, New York; McGraw-Hill Book Company, 1949, pp. 277-280.

Code:
Phil
His
Clar

Pages 277-280 of this book discuss the project method as a means of providing for correlation and integration of subject matter. Three efforts at this correlation are discussed: "The Project as the Illustration of Things Previously Taught," "The Project as Supplementary Instruction," "The Project as the Center of Instruction."

61. HF
1101
.B87

Heiss, Renetta, "The Cooperative Fashion Show--A retail Project," *Business Education World*, 29:592-595, June, 1949.

Code:
Ex

Discusses a program put on by the Bon Ton, a department store in Pennsylvania. This project was a series of lectures and experiences in promotion which culminated in the Distributive Education class putting on a fashion show.

62. LB
1585
.Al
S35

WeisBruch, F., "Glorifying the High School Project," *School Science and Mathematics*, 49:439-444, June, 1949.

A critical analysis of the project method of instruction. The author says that many projects do not stimulate learning of the topic. (A rebuttal to this article is given by H. O. House in Oct., 1949)

63. HF
1101
.B87

Henry, C. H., "Some Techniques for Staging the Retail Fashion Show," Business Education World, 30:77, October, 1949.

Code:
Ex

Mr. Henry suggests a fashion show as a D. E. class project. He feels that such a program can do great deal to promote D. E. with other students and with the various businesses in the community. The author provides a recipe for having a high school D. E. sponsored fashion show.

64. LB
1595
A1
S35

Houde, H. O., "A Defense of the Project Method," School Science and Mathematics, 49:559-564, October, 1949.

Code:
Val
Clar

This article is Mr. Houde's answer to Mr. WeisBruch's criticism of the project method. Mr. Houde suggests that Mr. WeisBruch used extreme examples which did not typify the usual situations.

Houde builds a step-by-step rebuttal to WeisBruch's article, giving certain points of information about the project method in doing so.

See WeisBruch, School Science and Mathematics,

65. HF
1101
.B87

Smith, H. D., "Merchandising and the School Publications," Business Education World, 30:284-285, February, 1950.

Code:
Ex
Val

A discussion of the merits of having the D. E. classes handle the merchandising of all the school publications. Mr. Smith discusses the specific advantages for the students and for the school in such a program.

66. HF
1101
.B3

Blackstone, E. G., "Devices to be Used in the Teaching of Salesmanship," Balance Sheet, 31:300-304, March, 1950.

Code:
Ex

Included in this article is a list of projects which can be used in the teaching of salesmanship.

67. HF
1101
.B86

Code:
Ex
Val

Knouse, R. S., "How to Teach Salesmanship," *U.B.E.A. Forum*, 4:19-21, April, 1950.

A discussion of various methods of teaching salesmanship, including mention of many specific types of projects. The author strongly recommends "...the student-project method of teaching as insurance against loss of student interest and retardation of the learning process ...."

68. HF
1101
.A64

Code:
Ex

Gibson, J. C., and Hedrick, J. A., "Vitalizing Salesmanship Instruction," *American Business Education*, 6:265-266, May, 1950.

A discussion of several teaching methods to use to vitalize salesmanship. Included is a discussion of a portfolio project, illustrating a particular product or product line.

69. HF
1101
.J69

Code:
Ex

Hecht, J. C., "Practical Sales Training at Mellville, New Jersey," *Journal of Business Education*, 26:69-70, October, 1950.

A discussion of the author's experiences in regard to the teaching of D. E.. The article suggests no profound educational laws or ideas, but does suggest some good ideas for projects.

70. HF
1101
.J69

Code:
Ex

Salamey, M. V. Implementing the Retail Selling Course in the High School," *Balance Sheet*, 32:61-63, October, 1950.

Although much of this article is irrelevant to this bibliography, the author does give a list of nine projects she has used in her retail selling class.

71. HF
1101
.B87

Code:
Ex

Smith, H. D., "School Thrift as a D. E. Project," *Business Education World*, 31:71, October, 1950.

Discusses a Distributive Education class project as one in which the D. E. class tries to "sell" the student body on the idea of saving some money. The project involves a full sales campaign.

72. LC 1041 .A5

Hecht, J. C., "Retail Display Window Training," American Vocational Journal, 25:21-22, December, 1950.

Code: Ex

A description of the development of a D. E. project in window displays. Because the local stores cooperated in the project, the students had a chance to put their displays in actual store windows. Furthermore, the children received realistic training, and good school-community relationships were fostered.

73. HF 1101 .B87

Tapply, D. C., "Our School Store-A Learning Experience for all Business Students," Business Education World, 32:232-233, January, 1952.

Code: Ex

The article points out how the school store can be run by students in the various business courses. The author's conclusion is that the school store can provide meaningful projects for many students.

74. L 11 C3

Ryan, Leo V., "The Project Technique in Consumer Education," Catholic Education Review, 50:175-189, March, 1952.

Code: His Ex Phil

A discussion of the origin, definition, and application of the project method, as used in consumer education.

75. L 11 .C53

Shannon, J. R., "Vanishing Wall Between Courses and Activities," Clearing House, 27:8-12, September, 1952.

Code: Phil

A discussion of certain educational practices in regard to how they effect the students. The author suggests, "The method employed in directing school activities is the answer to many problems." No specific method is given, but the discussion leads the reader to conclude the project method is implied.

76. LB
1631
.E5

Armstrong, A. C., "Project Teaching Develops Language Arts," *English Journal*, 41:544-547, December, 1952.

Code:
Ex
Val

A discussion of the use of the project method in the teaching of an English-Social Studies class. Projects centered around Congressman Peter Mack, Jr., who was flying from country to country in a single engine plane. Mr. Armstrong had the students follow the Congressman's travels, writing letters, stories, and doing research on various related subjects.

77. HF
1101
.B3

DiSalvo, A., "How to Make A Salesmanship Course More Practical," *Balance Sheet*, 34:154-155, December, 1952.

Code:
Ex
Val

Describes a class project in which students were responsible for selling tickets to the school play.

78. LB
1584
.A1
S63

Hirsch, Hyman, "Let's go into Business," *Social Education*, 16:367-368, December, 1952.

Code:
Phil
Val
Ex

Mr. Hirsch suggests that the project method has "functionalism" in operation. The author tells how he developed and used the project method in his high school economics classes. He describes how he originally started using this method, and why he has continued using it.

79. HF
1101
.B87

Kneeland, Dr. N., and Bernard, Louise, "Shopping Surveys," *Business Education World*, 33:227-228, January, 1953.

Code:
Ex

Discusses the use of a shopping survey for a salesmanship class. Includes six steps in the planning and execution of such a survey.

80. HF
1101
.B87

Kneeland, Dr. N., and Bernard, Louise, "Students Activities in D. E.," *Business Education World*, 33:289-290, February, 1953.

Code:
Val
Phil
Clar

This article discusses the use of learning by doing and its educational value in D. E.. The author lists his three point classification system for activities: Function, Kind, Plan.

81. HF 1101 .B87 — Beede, Donald, and Gendron, G., "Store for a Day," Business Education World, 33:328-329, March, 1953.

Code:
Ex

Discusses how high school students took over a store for half a day. Included in the article are suggestions for anyone attempting such a project.

82. HF 1101 .B3 — Clancy, Anne E., "Cooperative Projects in Our Merchandising Class," Balance Sheet, 34:350-351, April, 1953.

Code:
Val
Phil

Discusses how the project method led a class to a higher level of learning. Miss Clancy suggests that, "As a result of these cooperative projects, our merchandising class developed into an active, aggressive, happy, and responsive group--A class that liked the subject, enjoyed working together, and was eager to put in extra time improving themselves in the technique of the subject."

83. HF 1101 .B87 — Kneeland, Dr. N., and Bernard, Louise, "Committee Work in D. E.," Business Education World, 33:403-404, April, 1953.

Code:
Ex
Val

A discussion of how committee work can be applied to various projects in a D. E. class. Included within this article is a discussion of such things as prerequisite conditions, composition of committees, the teacher and the committees, and evaluation of a committee's work.

84. HF 1101 .B87 — Clements, Gloria. "Store for a Week," Business Education World, 33:507-8 June, 1953.

Code:
Ex
Val

A description of how a D. E. coordinator and one of his classes ran a small department store for one week. The store was organized, run, and dissolved within the week.

The coordinator felt the project was of benefit to all participants and suggests that more D. E. departments should try something of this nature.

85. LC 1041 .A5

Wilson, B., "Make Merchandise Manuals," *American Vocational Association*, 29:19, October, 1954.

Code: Val Ex

A discussion of the educational advantages and the value of having the D. E. students prepare a merchandise manual as individual projects. Included in the article is a list of hints for topics and layout for some projects.

86. HF 1101 .B3

Harnash, W., "Distributive Education Newspaper," *Balance Sheet*, 36:183 December, 1954.

Code: Val

This article suggests that projects can be of extreme varied types. It is about a coordinator who had as a project for his class the publication of a newspaper. The D. E. students wrote articles on such topics as employment opportunities, the lifting of the excise tax, etc.. The students also did a "special" on a different store with each issue of the paper. They not only wrote articles, but also made up advertising copy. Also included in the paper is a section about graduated D. E. students of today knowing what may be in store for them in the future.

87. LC 1041 .A5

Hartzler, F. E., "Window Display Contest," *American Vocational Association Journal*, 30:34-35, November, 1955.

Code: Ex

A discussion of a window display contest for Distributive Education students. Included in this article are the rating sheets used in the contest, and a very brief discussion of how the contest was set up and run.

88. HF 1101 .B86

Thompson, Robert, "Using Community Resources in Teaching Retailing," *Business Education Forum*, 10:25, April, 1956.

Code: Ex

A discussion of the various community resources which can be used as projects or field trips in most locations which can be used by D. E. teachers.

89. HF 1101 .B3

Fagan, C. L., "A Practical Problem in Retailing," *Balance Sheet*, 38:14-15, September, 1956.

Code: Ex

This article is a discussion of the use of a price survey as a class project.

90.	HF 1101 .B87	Hetch, Joseph C., "Let Your D. E. Club Put on a Fashion Show," Business Education World, 38:19020, October, 1957.
	Code: Ex Val	Discusses the use of a fashion show as a D. E. class project, explaining what things were done in preparation and execution of the show. The article discusses the educational values of such a project.
91.	HF 1101 .B87	Lubow, Milton, "We Built a Model Department Store," Business Education World, 38:22-24, June, 1958.
	Code: Ex	A discussion of how to build a model department store, (doll house size) as a class project.
92.	HF 1101 .B87	Hecht, J. C., "How to Open a School Store," Business Education World, 39:26-27, 42, September, 1958.
	Code: Ex	A basic discussion of how to organize, open, and sell the idea of a school store.
93.	HF 1101 .B87	Dodge, R. E., "Retailing Students Carry Out a Sales Promotion," Business Education World, 39:11-13, June, 1959.
	Code: Ex	Discusses how the retailing students at the University of Oregon School of Business Administration executed a complete retail promotion campaign for Tipman, Wolfe, and Co., on their White Stag line of products.
94.	HF 1101 .B86	Oczkowski, Raymond, and Grandfied, R., "Ownership and Operation of Your Own Retail Business," Business Education Forum, 14:27, 29, February, 1960.
	Code: Ex	A discussion of how to have a class develop a manual on operating their own retail business.

95. LB 3602 .S35

Balletto, L. P., "Outside Activities in Business Education Pay Off," *School Activities*," 31:231-234, April, 1960.

Code:
Ex
Val

This article tells of a school store run by the retailing class at Uniondale, N. Y. High School. This school store is different in that rather than being housed in the school building, it is located within the downtown area. The article is devoted to Mr. Balletto's discussion of how he went about organizing this project. He discusses the major obstacles he met, and how he surmounted them.

96. HF 1101 .B3

Gram, H. H., "Use Your D. E. Club to Build Good Public Relations," *Balance Sheet*, 42:61, October, 1960.

Code:
Ex
Val

The author suggests a project be used to build public relations between the school and the community. In addition, this project is designed to give the D. E. students experience at working with the business community.

The project is a Halloween window painting contest for the public school students. This is sponsored by the D. E. club. Mr. Gram stated that this project was considered a great success, and is now an annual event.

97. HF 1101 .B86

Chambers, G.A., "Starting a Business--A Project in D. E.," *Business Education Forum*, 15:34, November, 1960.

Code:
Val
Ex

Discusses the methods used and educational benefits derived from having D. E. students (in the form of a project) start a business. The students are told, "You have just inherited $25,000 and you are interested in starting some kind of business." They are then given an outline on how to go about starting their own business, and the teacher stands by to give help and guidance.

98. LC
1041
.A5

Chambers, George A., "Research Study Provides a Challenging Service Project," *American Vocational Association Journal*, 36:24-25, October, 1961.

Code:
Val
Ex

A discussion of a research project done by a D. E. C. A. chapter. The purpose was to find out why industry might not locate in Washington, Iowa. Included is a discussion of the benefits of such a project.

99. HF
1101
.B87

Cline, Frank, "Try a Door to Door Christmas Cookie Campaign," *Business Education World*, 42:16-17, December, 1961.

Code:
Ex
Val

A discussion of the advantages and the methods of having the D. E. class sell Christmas cookies on a door to door basis.

100. HF
1101
.B86

Dittamo, G. E., "A Practical Beginning for a Program in D. E.," *Business Education Forum,* 16:26, December, 1961.

Code:
Ex
Val

Mr. Dittamo is concerned with how to start a D. E. program when you cannot use the cooperative method. He suggests instead the use of several different projects. He suggests too that a D. E. program can be designed to fit almost any school when the teacher and administrator recognize that there are many successful ways of teaching.

101. HF
1101
.B87

Scolnick, A. H., "D. E., 1970," *Business Education World*, 44:13-14, November, 1963.

Code:
Val

The author suggests some very positive and sound suggestions for what D. E. in 1970 may be like. The project method may work quite well in his plans.

102. HF
1101
.B86

Palmer, G. D., "Let's Keep D. E. Vocational," *Business Education Forum*, 20:23-24, December, 1965.

Code:
Val
Clar

Palmer suggests that the project method may be an answer to many of the problems evolving from straight lecture-discussion classes. He discusses what the project method is, projects, and how they must be controlled and developed by the coordinator to insure educational value.

103. HF
1101
.B86

Samson, H. E., "Organizing Participating Experiences in D. E.," *Business Education Forum*, 20:25-26, February, 1966.

Code:
Clar
Val

Describes and explains what the term "participating experience" means. Mr. Samson used the term to mean something less than totally the project method. His definition is, "...participating experiences are carefully organized activities and projects designed to provide students realistic vocational application of the content learned in the distributive courses."

104. L
11
.t4

Hofe, G. D., "The Project Method and its Origin," *Teacher College Record*, 67:371-373, February, 1966.

Code:
His
Clar

This author claims that S. Tenenbaum's book, *Trail Blazer in Education*, (a biography of W. H. Kilpatrick), incorrectly stated that Mr. Kilpatrick was the founding father of the project method. Mr. G. Hofe states it was a Mr. Woodhull who conceived and originated the project method.

105. LC
1041
.A5

Sampson, H. E., "Convention Round Up in D. E.," *American Vocational Association Journal* 41:14-17, February, 1966.

Code:
Val
Phil
Cur

A discussion of the various speeches made at the D. E. division of the A.V.A. Convention. The theme was "The Project Method." Included is a discussion of the speeches made by K. Brown, M. Marks, and others.

106. HF
1101
.B87

Haines, P. G., and Ferguson, E. Jr., "D.E." *Business Education World*, October, 1966.

Code:
Val
Phil
Clar
Cur

This article discusses the United States Office of Education's endorsement of the project method as another method of instruction for D. E.

107. HF
1101
.B87

Haines, P. G., and Ferguson, E. Jr., "Distributive Education," Business Education World, November, 1966, p. 34.

Code:
His
Clar
Phil
Cur

The authors briefly discuss what they accept as the definition of the project method. They also include an analysis of the origin and history of the project method.

108. HF
1101
.B87

Haines, P. G., and Ferguson, E. Jr., "Distributive Education," Business Education World, December, 1966, p. 34.

Code:
Clar
Ex
Val
Phil

An analysis of how the project method would work in D. E. The authors explain and clarify their position through the use of a discussion of a project built around an occupational survey.

109.

Bayles, Ernest E., and Hood, Bruce, L., Growth of American Educational Thought and Practice, New York: Harper and Row Publishers, 1966, pp. 235-240.

Code:
His

The few pages of this book devoted to the project method discuss Kilpatrick's use of the term "project method and McMurry's term "consumer-type project."

The authors also state that Franklin Ernest Heald, (1870-1943), specialist in agricultural education in the U. S. Department of Agriculture, (1914-1918) was the first to introduce the project method to vocational agriculture.

110. HF
1101
.B87

Haines, P. G., and Ferguson, E., Jr., "Distributive Education," Business Education World, January, 1967, p. 38.

Code:
Val
Ex

Discusses a project which took place in a resort community high school. The coordinator at this school had arranged for his eleventh grade preparatory distributive education class to take over the operations of the local Gamble store for three days.